

DIBELS® Next Administration Directions and Scoring Keys

Daze/Level 3 Progress Monitoring

Roland H. Good III

Ruth A. Kaminski

with:

Kelli Cummings, Chantal Dufour-Martel, Kathleen Petersen,
Kelly Powell-Smith, Stephanie Stollar, and Joshua Wallin

Dynamic Measurement Group, Inc.





Daze G3/Progress Monitoring

Directions: Make sure you have reviewed the scoring rules in the *DIBELS 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 Daze 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 Daze 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>

Daze Scoring Key G3/Progress Monitoring 1

Race Car Driver

A checkered flag waves. A line of cars takes off. **It's** the Indianapolis Five Hundred, one of the most **famous** car races in the world. Many **people** dream of driving one of the **sleek**, fast cars around the track. It's a **dream** that comes true for only a **few** people, but some find great success at the Indy Five Hundred. **One** of these people is Bobby Unser.

Bobby **began** racing in his home state of New Mexico as **soon** as he learned to drive. He soon **was** bringing home trophy after trophy in **local** races, but he longed to win the Indy Five Hundred. He **got** one step closer to his dream **when** he started racing cars at the **track** in Indianapolis. It took six years of **attempts**, but he finally won the Indianapolis Five Hundred! He **went** on to win the Indy Five Hundred three **times** in all. Between those races, he **competed** and won many smaller races.

Bobby **became** very popular with the public. Toy **companies** made small race cars and other **toys** with his name on them. Children **loved** imitating their racing hero with these **toys**.

Daze Scoring Key G3/Progress Monitoring 1

Thousands of fans loved Bobby and **cheered** for him when he raced.

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However, Bobby **wasn't** the only one from his family who **loved** racing. His father and two

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uncles **all** drove race cars. Bobby's brother, Al Unser, **also** raced in the Indy Five Hundred and

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won the **race** four times in all. Al Unser's **son** has even won twice! Bobby's two **other**

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brothers did some racing, and Bobby's **sons** also have raced. In addition, his **daughter** is now a race

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car driver. She **is** the first girl in the family to **race**. Over the years, their family has **driven**

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in over a hundred races and **won** thirty-seven times! That is a lot of **races** for one family.

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Today, Bobby is **thankful** for his many years of success and **happiness** racing cars. He

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stopped racing years **ago**, but he stays busy working, flying his **airplane**, and spending time with

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family and **friends**. Even though he doesn't race anymore, he **certainly** hasn't slowed down!

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Daze Scoring Key G3/Progress Monitoring 2

A Jazz Composer

In the nineteen twenties, a young boy heard some exciting new music on the radio. He had never

heard anything like it, and from that **moment** he was hooked. The boy's name **was** Charles

Mingus, and the music he **heard** was big band jazz. Charles would **grow** up to be a great

jazz **composer**.

Charles was born in Arizona and **grew** up in California. When he was a **very** young

boy, he spent many hours at his **church** listening to traditional gospel music. He **was** eight years

old when he first **heard** jazz music on the radio. The **loud** sounds of the trumpets thrilled him. He

began listening to the radio more often, **always** trying to find more of that **music**. A couple of

years later, he **got** a trombone. He chose that instrument **because** he had seen one at church and he

thought it sounded like a trumpet.

He **started** practicing right away, but the trombone **was** not a good match for him and he

never learned to play it very well. **Eventually**, he stopped taking lessons. His father **later**

Daze Scoring Key G3/Progress Monitoring 2

traded the trombone for a cello, an **instrument** with strings that is played with a **bow**. This was

a much better match for Charles. His **teachers** were impressed by his talent.

Years **later**, Charles switched instruments again, this time **trading** his cello for a bass. The

bass is similar to the cello, but it **is** much bigger. Charles practiced by playing along with

the **radio**. After only three days, he played his **new** instrument in a concert!

When Charles was a **teenager**, he started writing his own music. He **would** play these new

songs when he **performed**. Pretty soon, famous bands were playing his **music** too! Even though

Charles wanted to **make** a living as a musician, he **needed** to earn more money. As a **young**

man, he moved to New York City to **work** for the Postal Service.

This turned out to **be** a good move for him. Many of the **greatest** jazz musicians of

the time lived in New York, and Charles **met** them all. Soon he was playing **concerts** with them

and writing more music. He **went** on to become one of the **most** important jazz composers of our

time. The **music** styles of his childhood, gospel and **big** band jazz, often came together in his

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music. **Years** later, his music still sounds fresh.

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Daze Scoring Key G3/Progress Monitoring 3

Long Key State Park

Schools of colorful fish swim through sparkling blue water next to smooth, white beaches. A

bright green lizard darts up the **trunk** of a tree. Tall, pink birds with **long** legs search for tasty

shrimp. These **colorful** sights are just a few of the **things** visitors can see at Long Key State Park

in Florida. This **tropical** island is a great place to **walk**, canoe, swim, and fish. It is **also** a great

place to just lie on the **beach** under the warm Florida sun!

The **park** offers three choices of nature trails. The Golden Orb Trail **is** named for a kind

of spider that **lives** in the area. The trail takes **visitors** on an easy walk along the **beach**. It also

passes through a swampy **thicket** and tropical woods. It is interesting to **see** the different

kinds of plants that **grow** in each area. There is a **tall** tower at the end of the **trail**. It gives

visitors a bird's-eye **view** of the beach and ocean.

Bird **lovers** will enjoy walking on the Layton Trail. It **leads** to a point where many tropical

birds come to hunt in the shallow **water**. A flock of bright pink flamingos **catching** tiny

shrimp is an exciting sight!

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The **third** trail is not for walking, though. It **is** for canoes. Visitors can rent a

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canoe and paddle it through the shallow, **clear** ponds that lie behind the beach. **Many**

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tropical plants, birds, fish, and other **animals** live in the water. This trail **is** a great way to get a

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close look at them.

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The park offers **other** things to do besides hiking. The **beautiful** beaches and sparkling water

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invite visitors to **play** in the ocean waves. Many visitors **try** their hand at fishing. There are

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places for picnics, as well.

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Some people like to **camp** at the park. Each campsite has a **view** of the ocean. After a full

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day of fun in the sun, campers **can** enjoy a quiet evening with the **breeze** blowing across the

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water. They go to **sleep** to the sound of the waves on the **beach**. Those who wake up early can

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watch the sun come up over the **ocean**. Visitors might stay the night or **just** come for the day,

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but they all leave with great memories of their at Long Key State Park.

Daze Scoring Key G3/Progress Monitoring 4

A New Idea

Have you ever looked at a tool you use and thought of a way you could improve it? Such a thing

happened to Maggie. **One** day, Maggie was doing her math **homework** when the lead broke on
her **pencil**, so she stopped what she was **doing** and went to the pencil sharpener. A **few**
minutes later, she went back to the **math** problem, but she could not recall **where** she was in the
solution. She had to **start** over from the beginning. That gave her an **idea**. She thought
pencils should have a **built**-in sharpener. Maggie concentrated on her **homework** until it was
complete, but she **could** not stop thinking about her idea.
That **night** at dinner, Maggie told her dad about her **idea**. Dad encouraged Maggie to think
more about her idea by **making** a drawing of what the pencil **would** look like. Maggie got a
notebook and **began** making sketches. She drew many designs, but the **one** she liked best looked
like a **regular** pencil. It had a removable top that **held** an eraser and a sharpener.
That **weekend**, Maggie showed her drawing to her **dad**. Together, they used pencils and

Daze Scoring Key G3/Progress Monitoring 4

other **materials** to make a working model of Maggie's **sharpening** pencil. They tried many times 24

and **used** a lot of pencils. At last, they had a **functioning** model. Maggie tried it on her **homework** 27

the next week. It really worked! **When** her pencil broke, Maggie had what she **needed** to sharpen 29

it. When she made a **mistake**, she had what she needed to **erase** it. 31

Maggie loved her new pencil. And **when** her friends saw it, they all **wanted** sharpening 33

pencils, too. Maggie showed them **how** they could make their own. She **wondered** if there were 35

other things she **could** improve. She started to look for them. **One** night, as she got up from 37

bed to get a drink of water, she **thought** how nice it would be if **instead** of putting on her 40

slippers and **then** turning on the light, she could **have** her slippers automatically light up when she 42

put them on. Maggie was excited to **think** she might have another great invention. 44

Daze Scoring Key G3/Progress Monitoring 5

The Nurse

Jason and his mother were in the waiting room of the doctor's office. He leaned on his mother's

arm and **asked** why he had to see the **doctor**. Mom stroked Jason's forehead with her **fingers**. 3

“Because you are sick and we **need** to get some medicine for you.” **Suddenly**, someone called his 5

name. A man in **white** pants and a white smock was **waiting** for them at the doorway. 7

“I **hear** you're not feeling too well today,” the **man** said. “Let's see if we can 9

fix you up!” He showed Jason out of the **lobby** and asked him to step on a **scale**. He wrote 12

down Jason's weight and **then** he measured his height. Then the **man** in the white pants and white 14

smock recorded that number, too. 15

“Why did you **need** to measure and weigh me?” asked Jason. 16

“**Because** we want to make sure that you **are** a healthy weight, and to see **how** 19

much you've grown recently,” the man **explained**. “Your weight also helps us decide **how** much 21

medicine to give you.” The **man** led Jason and his mom to a **small** room and took Jason's 23

Daze Scoring Key G3/Progress Monitoring 5

temperature while he **told** them how all this information helps the **doctor** decide how to treat the illness.

Jason **was** surprised. "I thought you were the **doctor**!"

The man chuckled, "No, I'm Nurse Doug. I **assist** the doctor."

Jason was thoughtful for a **moment**. "All you do is measure people and **take** their

temperature?"

Nurse Doug shook his head. "**No**, I do lots of other things. For **example**, I can clean and

bandage bad **cuts**, measure blood pressure, or take out **stitches**. I can also take a sample of your

blood or give you a shot."

Jason's **eyes** grew wide. "Don't worry," Nurse Doug laughed and **said**, "you probably

don't need a shot **today**." Nurse Doug showed Jason some of the **equipment** he used in his job and

explained the purpose of each item. Jason **thought** it was all very interesting.

Daze Scoring Key G3/Progress Monitoring 5

When the doctor **finally** entered, she looked in Jason's throat and **peered** gently into his 43

ears. She tapped on his **chest** with her fingers and listened to his **heart**. During the examination, 45

she asked him about **school**, his favorite subject and his favorite **sports**. When she asked him what 47

he **wanted** to be when he grew up, Jason **knew** what to say immediately. "A nurse!" 49

A Special Place in Arizona

Arizona is a state with great natural beauty. Its landscape of desert and giant red rock

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formations attracts visitors from far and wide. Arizona has many state parks where people can

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hike, camp, and enjoy nature. But Slide Rock State Park has something extra. It has a natural

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water slide!

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A creek with a rocky bottom runs through the park. In one part of the creek, the water runs

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through a crack in a giant, flat rock. Over the years, the crack has become smooth and slippery.

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People go there to splash and slide in the cold water. It is exciting to slide down the creek along the

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slick rock. Not everyone is brave enough to ride the natural water slide, though. Some prefer

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to wade and swim in the calmer parts of the creek. This can be fun, too. After playing in the

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cold water for a while, many like to spread out a towel and lie down on the warm, sunny

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rocks.

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Slide Rock State Park offers more than just swimming. It has many attractions. A hiking

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Daze Scoring Key G3/Progress Monitoring 6

trail leads to a cliff overlooking the **creek**. Visitors can also bring fishing poles and **try** their luck

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at catching fish that **live** in the creek. There is also an **area** where visitors can play volleyball.

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The **park** is a great place to have a **picnic**. There are areas with picnic tables **where**

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visitors can enjoy lunch in the **great** outdoors. For those who want to **stay** out of the hot sun, there

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are some shelters with roofs.

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The park **sits** on a piece of land that **used** to be an apple farm. The **man** who owned the

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farm planted his **apple** trees almost one hundred years ago. **Some** of those trees are still

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growing. **Park** visitors love to see the pink **blossoms** in the spring. In the fall, they **can** try

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a fresh apple straight from the **tree**. A stroll around the old farm **is** interesting at any time of

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year. **Some** of the old tools and machines the **farmer** used are still sitting in the **field**. The barn

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where the apples were **packed** into boxes is still standing.

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With **its** hiking trails, apple trees, fishing, and **slippery** water slide, Slide Rock State

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Park has something for **every** visitor.

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Daze Scoring Key G3/Progress Monitoring 7

Starting a Company

Every year, a certain catalog is delivered to mailboxes all over the world. It is full of camping

gear, **comfortable** clothes, and backpacks. The name on the **catalog** is L. L. Bean, a company that

has **been** around for more than ninety years. It **sells** more than one billion dollars worth of

goods every year. This giant company had a **simple** start when one man got tired of **having**

cold, wet feet.

Leon Bean lived in Maine, a **state** known for its woods, lakes, and **rivers**. One day he went

hunting when the **weather** was cold and wet. Water leaked through his **boots** and made his feet cold

and **sore**. Why couldn't someone make a pair of **boots** that did not leak? As he **stomped** around the

wet woods, he dreamed up a **design** for waterproof boots. They would have **rubber** bottoms to

keep the water out. They **would** have leather tops to provide sturdy **comfort** and a good fit.

Leon decided to **make** the boots himself if he could **not** buy them. He had a shoemaker

sew leather uppers to a pair of **rubber** boots. He tried them out, and they **worked**! His feet

Daze Scoring Key G3/Progress Monitoring 7

stayed dry and snug, **even** in wet weather.

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Leon was sure that **others** would also like his boots. He **wrote** a description of the boots and

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mailed it to all the hunters he **knew**. He wrote, "You cannot expect success **hunting** deer or

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moose if your feet **are** not properly dressed. The Maine Hunting Shoe is **designed** by a hunter

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who has tramped the Maine **woods** for the last eighteen years. We **guarantee** them to give perfect

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satisfaction in **every** way." Leon promised that if a **buyer** did not like the boots, he **would**

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send his or her money back.

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Many people wrote to Leon to order a **pair** of the boots. He had them **made** and

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sent them off. However, the **rubber** bottoms fell off most of the **boots**! Leon kept his promise,

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though, and **sent** back all the money. Then he **went** to work fixing his design, adding **stronger**

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stitching. The new boots held up to **wear** and tear and people loved them. **Soon**, Leon began

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selling other goods as **well**. All the products he sold were of **good** quality and he always promised

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Daze Scoring Key G3/Progress Monitoring 7

complete

satisfaction

. This promise to the customer lives on

today

as his company continues to

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grow.

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Going to the Dentist

Sitting in the dentist's leather armchair, Kayla noticed that a picture of a waterfall hung above her

head. Kayla wondered why the dentist would **want** to hang pictures on the ceiling.

A **woman** in a blue smock walked in. "**Hello**, Kayla," she said. "I'm Christine, and I'm

going to be cleaning your teeth today. Before we **get** started, I'd like to show you **some** of the

special tools that we'll **be** using."

Christine let Kayla look at a **small** tray of items next to her **armchair**. Some of these things

were familiar to Kayla. She **remembered** the special kind of string, called **floss**, that she used

each night when she **brushed** her teeth. There was also a **funny**-looking toothbrush. It was round,

and **smaller** than the one she used at **home**. Christine explained that the toothbrush was **very**

soft, and wouldn't hurt as she **ran** it over Kayla's teeth and gums.

There were also different-sized tools that **looked** a little bit like toothpicks. Christine

explained that she would use these instruments to **scrape** a substance called plaque off of

Daze Scoring Key G3/Progress Monitoring 8

Kayla's **teeth** .

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Kayla protested, "My teeth aren't dirty! I **brush** them twice a day."

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"Wonderful!" said Christine. "You **will** have less plaque to remove than **some** of the patients

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I see. But **everybody** gets plaque. Even me." Kayla laughed. **Then** Christine began cleaning

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and brushing Kayla's **teeth** .

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While she cleaned, she told Kayla **lots** of stories. She also explained what she **was**

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doing while she worked. After she was **finished** , she ran a little tool with a **small** mirror on the

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end of it around Kayla's **mouth** . She said that this was so she **could** check her work and make

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sure she had **cleaned** all of Kayla's teeth.

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"All right, Kayla. **You're** all finished!" Christine said. "Now, all you **need** to do is rinse out

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your **mouth** at this sink." Kayla walked over to the **sink** and swished the rinse around in her

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mouth before spitting it down the drain.

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Daze Scoring Key G3/Progress Monitoring 8

As Kayla the dentist's office, she realized why the was hung on the ceiling. It

left

picture

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was

nice to gaze at the waterfall

while

she was having her teeth cleaned. She had

even

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imagined that she could feel the

mist

as the water hit the pool below.

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The New House

“Let's go, everybody,” Mom called as we got in the van. I fastened my seatbelt while Dad

locked my brother Ian's wheelchair into place. “I **can't** wait to see our new house!” Mom

cried. We were all eager to see it, but **no** one was more excited than Ian. After **all**, the

house was designed especially for him.

As we **drove**, I thought about our old house and about **how** uncomfortable it was for Ian.

First of **all**, his small hands had trouble turning the **doorknobs**. In addition, it was hard for him to

move his wheelchair through the narrow hallways. His **greatest** challenge was that he couldn't go

upstairs by himself. Dad had to carry him. In the **bathroom**, Ian was barely able to reach the

faucet handles.

As Mom pulled into the **driveway**, we saw Mr. Sanchez waiting for us. He **was** the

contractor who built the house. We **got** out of the van and Ian **rolled** up the ramp that led to the

front door. Shouting a hearty welcome, Mr. Sanchez **shook** Ian's hand and explained that

Daze Scoring Key G3/Progress Monitoring 9

he **was** going to take us on a **tour** of our new home.

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Ian opened the **front** door. Instead of the usual round **doorknob**, it had a long, thin handle to

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turn. "Hey, this is easy to open," Ian **said**.

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We entered the living room. The **windows** were low so Ian could see out of them **easily**. The

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doorway to the dining room **was** wide. Mr. Sanchez told us that **all** the doorways in the house

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were **wide**.

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Mr. Sanchez led us down the wide **hallway** to the bathroom. The faucet handles on the **sink**

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were long handles, like the doorknobs. Mr. Sanchez **also** pointed out that there were no **cabinets**

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underneath the sink. Ian showed us **how** he could roll right up to the **sink** and reach the faucet

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handles.

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As we **headed** down the hallway to the bedrooms, Ian **looked** troubled. He asked if Dad

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would **still** have to carry him up the **stairs** to go to his room.

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Daze Scoring Key G3/Progress Monitoring 9

Mr. Sanchez **shook** his head. "There isn't an upstairs, Ian. All the **rooms** are on the same

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level, so you **can** go everywhere by yourself."

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Ian clapped his **hands** and said, "This is a terrific **house**." Mom gave Ian a giant hug and

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said, "We're all going to love living **here**."

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The Best Kind of Present

The students were on their way to Dinosaur State Park for a field trip. They were all very excited

about real dinosaur tracks, and they chatted and as the school bus rolled along. Cody

looking forward to seeing the park, , but he was quiet. He had on his

mind.

His teacher, Miss Chen, down next to him. “You look ,” she said. “Is

something wrong?”

“It’s serious,” Cody started. “It’s just that is my dad’s birthday, and I

don’t have a present for him.” He . “I want to get him something different

this year.”

Miss Chen said that he would find something great at the gift shop. Cody

nodded, but when Miss Chen to her seat, he sighed. He he didn’t have enough

money to a present.

Daze Scoring Key G3/Progress Monitoring 10

When they arrived at the **park** and went inside the exhibit hall, Cody **forgot** all his troubles.

It was fantastic! The **painted** walls and dinosaur models made Cody **feel** like he had traveled

back in **time**. There were displays of fossils to **look** at, too. Best of all, though, **were** the

dinosaur footprints in the sandstone **floor**. Cody liked the fact that he **was** standing right where

dinosaurs had once **walked**.

After the students watched a movie about **dinosaurs**, Miss Chen led them outside to another

area with dinosaur footprints. She asked if they **would** like to make a plaster casting of a

footprint. Everyone clapped and cheered, and Miss Chen **explained** that they would each use a

footprint as a mold. First, they would **mix** plaster powder with water in a **bucket**. Then, they

would rub oil into the **footprint**. Next, they would pour in the **plaster**. When it was dry, they could

lift it out and have their very **own** dinosaur footprint.

The students got busy **mixing**, oiling, and pouring. Cody found that it **was** messy work,

Daze Scoring Key G3/Progress Monitoring 10

but very fun. When he **lifted** up the dry plaster and looked at his **dinosaur** footprint, his eyes lit up.

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With a **big** smile, he told Ms. Chen that he had **just** found the perfect present.

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“That’s great,” she **cried**. “And best of all,” she added with a **wink**, “it is really different!”

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The Attorney General

Over three hundred million people live in the United States today. There are thousands of laws to

make sure all are treated fairly. The Department of Justice **has** thousands of law officers, judges, 2

and **lawyers**. They work hard to bring justice to **all** the people. 4

The Department of Justice is part of the United States **government**. This department has many 5

duties. Two of the **most** important are helping people understand the **laws** and making sure people 7

follow them. 7

The **person** in charge of such a large **department** has a lot of responsibility. This 9

person is the Attorney General. To do this **job**, a person must be honest, tough, and 11

fair. He or she must have many **years** of experience in the justice system. President Bill Clinton 13

saw all of these qualities in Janet Reno. He **named** her Attorney General at the start of his **term**. 16

She held this job for eight **years**. 17

Janet was the first woman to **be** Attorney General. As a young girl, she **looked** up to the 19

Daze Scoring Key G3/Progress Monitoring 11

other women in her **family** as role models. At a time **when** most women did not have jobs, her 21

mother was a reporter. Her aunt was an **army** nurse. Another aunt flew planes. 23

Janet **went** on to study law. When she **was** done with college, she tried to **get** a job at a 26

big law **firm** in Florida. They did not want her **because** she was a woman. Another office **was** 29

glad to have her, though. After a **few** years, Janet began to work for the **state** of Florida. During 31

this time she **worked** hard to protect the rights of **children**. 33

As Attorney General, Janet had a lot to **do**. Every day she had stacks of **papers** to read 35

and sign. She also had to **attend** important meetings. She often met with **judges**, people in the 37

government, or the **head** of the FBI to give legal **advice** and ask questions. Sometimes she would 39

meet with the President to give him **advice**. Other times, she would meet with **reporters** to 42

answer questions. 42

In all she **did**, Janet worked hard to do what **was** right. Some people will remember her 44

for the first woman Attorney General. Most will her for being honest and fair.

46

Hank Aaron

The famous baseball player known as Hank Aaron was born in nineteen thirty-four. When he

was a teenager, his **family** moved to another part of town **so** that he and his siblings could

go to a different school. His mother and **father** always encouraged their children to be the

best that they could be. So when Hank **decided** to become a baseball player he **put** all of his

heart into it.

When Hank was a teenager, he played on **some** of his city's baseball teams. On these

teams, he just played for fun and **did** not earn any money. One day he **played** in a game

against a big, **important** team from a city in Indiana. The **team's** owner was amazed by young

Hank's **talent**. He offered him a job as a **professional** baseball player.

Hank was very happy **because** this man was going to pay him to **do** what he loved—playing

baseball. With **only** two sandwiches and two dollars, Hank **took** the train to Indiana.

Over the **next** few years, Hank played for many **other** teams. Each one was better than

Daze Scoring Key G3/Progress Monitoring 12

the **last** . On every team, Hank's talent made him **stand** out as an important player. Then, **when** 25

he was twenty, Hank was invited to **join** a team called the Braves. He **eagerly** agreed. Hank 27

was playing with the **best** players in American baseball. 28

What made Hank **such** a special player? It was his **speed** and power when hitting a 30

baseball. **Most** baseball players feel lucky to hit **eighteen** home runs every year. Hank once 32

hit forty-seven! Baseball pitchers tried to **trick** him, but he could always get a **hit** . One 35

pitcher said that trying to **fool** Hank was like slapping a rattlesnake. 36

Each year, Hank made more home runs. **Baseball** fans started to wonder if he **would** beat 39

Babe Ruth. Babe Ruth held the **title** for the most home runs during his **career** . When Hank hit the 41

record-breaking **home** run, his fans went wild! It **was** an exciting moment in the history 43

of **baseball** . 44

Six years later, Hank stopped playing baseball. He **began** a new job finding talented 45

Daze Scoring Key G3/Progress Monitoring 12

young **players** and helping them to succeed at the **sport** he loved so much. This role **was** perfect 48

for Hank. He is a **role** model, both on and off the **field**, and has certainly left his mark on the 50

sport of baseball. 51

Daze Scoring Key G3/Progress Monitoring 13

Known for Courage

Leaping across the boulders leading to the lighthouse, Ida pulled her shawl tightly around her.

“What a busy morning it's going to **be**,” she said aloud. Ida knew that **if** she didn't clean

the prisms on the **lighthouse** light, it wouldn't be bright enough to **help** guide the sailors entering

the harbor.

When she reached the small lighthouse, Ida **pulled** open the heavy door and stepped inside.

She **put** out the oil lamp and trimmed the **wick** before relighting it. She finished the **rest** of

her chores quickly. She wanted to **get** back home before the big storm **blew** in. Making her way

back to her **house**, Ida heard the cries of gulls and the **blast** of a horn from a ship at **sea**.

As the hours passed, the day **became** gray and bleak. A frosty chill **settled** on the island. The

wind grew **more** forceful. Inside, Ida had moved her **chair** closer to the fire and picked up her

mending basket when she heard a voice **crying**, “Help! Someone's drowning!”

In an instant, Ida **leapt** from her chair and ran out of the **house**, calling for her brother to

Daze Scoring Key G3/Progress Monitoring 13

follow. She moving too quickly to hear her **neighbor's** plea. "Stop! It's dangerous!" the

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neighbor **shouted**, but Ida couldn't hear her voice over the **crashing** waves.

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Seconds later, she was rowing the through the choppy seas. Even though her

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were strong from years of rowing **back** and forth to the mainland, Ida had to **struggle** to

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keep the boat on course. **Halfway** out, a huge wave crashed into the , causing the boat to tilt to

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side. Ida barely noticed the wave or the at her feet. Instead, she held her on

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the two men bobbing in the ahead.

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Straining to pull the oars through the water, she **slid** the boat beside the first man. Ida

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tried to steady the boat against the waves. Her brother pulled the man . At that

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moment, she saw the man disappear beneath the water for a time. She could tell

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that his was running out.

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Minutes later, the man was also safely in the , and Ida had turned the boat

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Daze Scoring Key G3/Progress Monitoring 13

toward . The two men, gasping for air, to thank Ida and her brother for them.

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“What would you do if you someone drowning?” she said calmly.

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The Perfect Topping

On Thursday, everyone in class went around and named their favorite foods. Tonya said her

favorite food was the **pizza** her family made. After school was over, she **waited** with Megan for the bus.

“Do you **really** make your own pizza?” Megan asked. “I **love** pizza, but I’ve never made it. **Is** it hard?”

“No, it’s easy!” said Tonya. “**If** our parents let us, do you **want** to come over for dinner tomorrow? **We’re** making it then.”

Megan was eager to **try** it, and their parents agreed, so the **next** day Megan went to Tonya’s house. On the **way**, they discussed what toppings to put on their **pizza**.

“You’d be surprised by what you **can** put on a pizza,” Tonya said. “**Lots** of things you’d never think of **can** make really good toppings.”

Megan always **ordered** the same thing on her pizza: **mushrooms** and green peppers. She

wondered what **else** she could try.

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As dinnertime approached, Tonya's **brother** started making the dough by mixing **flour**,

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water, salt, and yeast. He let Tonya and Megan **taste** it, and Megan thought it was **delicious**.

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Tonya's parents opened the pantry for **topping** ideas. "What shall we put on it **tonight**?" her

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mom asked.

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Tonya suggested an **onion**, and then Tonya's brother got out **some** potatoes. Megan had

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never seen potatoes on a **pizza** before. She tried to think what she **could** choose that would be a

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good, **unusual** topping.

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"What if we put apple **slices** on the pizza?" Megan suggested. Everyone **agreed** that was a

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great idea. While Tonya's **parents** prepared the toppings, Megan grated cheese and Tonya and her

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brother rolled the dough flat and put it in the **pan**. They spread sauce on it and Megan **sprinkled**

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on the cheese. Tonya's dad put on the **grilled** onion and her mom added the **potatoes** and apple

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slices. Then they put the **whole** thing in the oven to cook.

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As Megan **helped** Tonya set the table, she was **excited** by the thought of their pizza. She

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couldn't wait to taste it.

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“Careful, it's **hot**,” called Tonya's father as he brought it out. He **cut** it into slices

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and served everyone, and **when** it was cool enough, Megan took a **bite**.

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The sweet flavors of the apple **slices** mixed perfectly with the grilled onion and **potato**.

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Thrilled, Megan turned to Tonya. “Now your **favorite** food is my favorite food, too!” she **said**.

49

Being a Plumber

When people wake up and prepare for the day ahead, they expect to have hot and cold water.

When they are ready to brush their **teeth**, they turn on the faucet for **cold** water. Warm water 2

makes for a **comfortable** bath or shower. Clean water flows into the **sink**, shower, or tub. Then it 4

drains down and out through the **pipes**. 5

A hundred years ago very few **people** had hot and cold running water. **Most** people had an 7

outhouse in the **backyard**. Very few had indoor toilets. They had to **pump** water from a well. If they 9

wanted hot water, they had to pump **cold** water and then heat it on the **stove**. 12

Plumbers are the workers who make **running** water possible. Plumbers know how to **connect** 14

all the pipes and valves that **bring** water into a home. They also **know** how to get the wastewater out 16

of the **house** to the sewer. These sewer pipes **carry** wastewater to the treatment plant. 18

Water **is** also brought to our homes through **pipes**. These pipes are buried in the 20

ground along the streets. When a new **house** is built, the city installs a **water** meter, a branch 23

Daze Scoring Key G3/Progress Monitoring 15

pipe, and a **cut**-off valve near the house. The **water** meter measures the amount of water that 25

is used in the house. The plumber **uses** the branch pipe to connect a **supply** line. The cut-off 28

valve lets a **plumber** turn off all of the water **coming** into the house in case of **emergencies**. 31

Inside the house, the single line **coming** in is split into two. One of these **lines** feeds water 33

into the hot water **tank**. From there, pipes go to all the **hot** water faucets in the house. The 35

other line feeds water to all the **cold**-water faucets and to the toilets. 37

Plumbers know how to provide people with the **water** they need for cooking, cleaning, and 39

washing. Sometimes a part of the plumbing in a **house** or an apartment breaks. A toilet **might** 42

start to run water all the **time**. A faucet might not turn off **completely**. When that happens, it is 44

time to **call** the plumber, who will know just what to **do** to fix the problem. 46

The Invention of the Vacuum

Pet hair, dust, dirt, and cookie crumbs can all add up to make a carpet a dirty mess. It's time to

get out the **vacuum** cleaner! Plug it in, and in **just** a few minutes the carpet is **clean** again.

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It wasn't so simple in the past. Before the **invention** of vacuum cleaners, floors were cleaned

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with **brooms**, brushes, and mops. To get a **carpet** really clean, it had to be **hung** up

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outdoors and beaten with sticks. It **was** backbreaking, unpleasant work.

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Inventors looked for **ways** to make the job easier. The **first** sweeping machine appeared in

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1858. It **was** a brush with wheels on a **handle**. The brush spun around when pushed, **sweeping**

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up dirt. This machine worked about as **well** as a broom, but it could **not** pick up dirt that was deep

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in a **carpet**. Housekeepers still had to beat their **carpets** to get all the dirt out.

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A **few** years later, an inventor came up with a **machine** that would suck the dirt up, **rather**

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than brush it around. The suction **was** created by a small fan inside the **machine**. There was

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no motor to drive the **fan**, however. Instead, it had a crank that the **housekeeper** turned by hand.

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Daze Scoring Key G3/Progress Monitoring 16

Turning this crank **fast** enough and long enough to clean a **whole** rug was tiring! This

machine did **not** catch on.

Around the beginning of the **twentieth** century, someone got the idea that a **machine** that

blew air could be used for **cleaning** floors. This machine was not popular **either**. All it did was

blow the **dirt** around!

Finally, a year later, a **man** invented a machine with a motor that **sucked** dirt up. However,

this machine was **huge**! It sat on a cart that was **pulled** by horses. People would call the **man**

when they wanted their floors cleaned. He **would** park the cart outside the house and **use** a

hose that was one hundred **feet** long to suck up the dirt. It was **not** easy, but it did a very

good job of cleaning.

This man's success **got** other inventors thinking, and it wasn't **long** before someone made

the first small **electric** vacuum cleaner. Thanks to its small **size**, people could store it in

Daze Scoring Key G3/Progress Monitoring 16

their **closets** . Thanks to its electric motor, it was **easy** to use. And thanks to all these **clever** inventors, cleaning a carpet is a **quick** and simple job today!

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The People's Artist

You might not know his name, but you may have seen his pictures. His art brings to mind the

good old days of small town America. Those **days** may be gone, but people still **love** the art of Norman Rockwell.

Norman **was** born in New York City. He knew from a **young** age that he wanted to be an

artist. He actually left high school early to **study** art full time. It wasn't long before he **was**

earning money for his artwork. He was **only** eighteen when he was hired by a **magazine** to be its art director.

At **age** twenty-two, a magazine called the Saturday Evening Post **put** one of his

paintings on its **cover**. This was a great honor for **such** a young man. The Saturday Evening Post

was **one** of the most popular magazines in America at that **time**. Over the next few decades,

Norman's **artwork** appeared on the cover of the "Evening Post" **more** than three hundred times.

Many of Norman's **paintings** showed ordinary moments of life in America. They **showed**

children playing and people working at their **jobs**. Norman painted these scenes with charm and 21

humor. They showed the good side of **life** and made people feel happy and **proud**. He 24

often told people that he **just** couldn't paint sad pictures. 25

His paintings **were** very different from the work of **other** artists of that time. These 27

artists **were** making modern art. They did not **paint** scenes in a normal way. For **instance**, a 30

painting of a woman by a **modern** artist might be made up of **scribbles**, drips of paint, or circles and 32

squares. These artists looked down on Norman's **work**. They said it was dull. They **did** not 35

consider him a good artist. 35

But **modern** art did not interest Norman. He **wanted** to paint pictures that everyone would 37

like, **not** pictures that would confuse or worry **people**. And many people preferred Norman's 39

simple, **charming** scenes to modern art. They let him **know** by sending him bags and bags of 41

fan letters. Even after his death, his **art** lives on. Today people still love his **pictures** for their 44

warmth and humor, and for **making** them smile.

45

The News Team

It is 1956, and people all across the country are turning on their television sets to watch the

evening news. On one channel, two men deliver the **news**. One is serious, and the other **lets** a 2

spark of wit and humor **show** in his reports. They make a **perfect** team. For the next several years, 4

their **news** program is number one in the **country**. 6

The serious member of this team **is** Chet Huntley. The other is David Brinkley, who 7

was born in North Carolina in nineteen twenty. His **career** as a news reporter began when he 9

was a teenager. He wrote articles about his **high** school for a newspaper owned by a 11

member of his family. After high school, he **went** to college for a while. Then he **started** 14

working as a reporter again, writing **news** stories for many newspapers. He made the **switch** from 16

newspaper to radio during the Second World War. **Soon** a new invention started to catch on: 17

television ! It wasn't long before Brinkley began **giving** news reports on TV. 19

What made Brinkley **so** good at what he did? First of **all**, he was a good writer. 21

Daze Scoring Key G3/Progress Monitoring 18

He **could** explain a news story clearly with **just** a few words. Younger news writers **looked** 24

up to him. From him they **learned** that good writing could make their **work** better. 26

Second, he did more than **just** read the news. His wit and **clever** mind always came 28

through. He once **said** that the only way to do news on TV **is** not to be scared of it. He 30

said that most of the news isn't **very** important. In fact, he thought very **little** of it was. 33

He was serious about his **work**, though. In fact, he and his **partner** on the news show did not 35

like the **ending** of their show because they felt it **was** not serious enough. Each night at the 37

end of the show, David said, "Good **night**, Chet." Chet then answered, "Good night, David." They 39

both thought this was silly, but people **watching** the show loved it. They liked the **warm** and 42

friendly feeling it brought to the news **show**. 43

Brinkley's career lasted for over forty **years**, and he enjoyed all of it. He **told** his son 45

that if he were **twenty** years old, he would do the **same** thing all over again. 47

Money

Most people have seen money, but few have seen it being created. Keep reading to find out

where **money** comes from and how it is **made**.

In the United States, money comes in the **form** of coins and paper bills. New **coins** are

made every day at one of **four** places in the country. These special **places** are called mints.

To make a **coin**, a machine feeds huge rolls of **flat** metal into the side of another

machine. Different coins use different metals. Then the **second** machine cuts the flat metal into

more than thirty thousand round pieces, like **using** cookie cutters on dough. The metal **pieces**

come out of the machine shaped like **coins**, but they are blank. The pieces **are** heated and cooled.

Then they are **washed** and dried. Next they go to **another** machine. This machine presses each round

piece into a mold of a coin. **New**, shiny coins come pouring out of the **machine**. The coins are

counted and put into **huge** bags. The bags are loaded onto **armored** cars. Now they are ready to

be safely delivered to banks across the **country**.

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Paper bills are printed in Washington, D.C., and Forth Worth, Texas.

Each

of these

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locations prints millions of

dollars

worth of bills each year.

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The **printing** of bills begins with large sheets of

blank

paper. Unlike other kinds of paper,

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the **special** paper the government uses for the **bills** does not get soggy if it

gets

wet or is run

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through the **washing** machine. The paper is made of **cotton** and linen. Bills made one hundred

33

years

ago even contained silk.

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The huge **blank** sheets of paper enter a machine that

stamps

the paper with ink and cuts it

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into **bills**. The machine uses special ink that

cannot

be duplicated. There are many other

safety

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features on the bills, too, such as **watermarks** that can only be seen when

holding

a bill up to the

41

light. This **helps** people make sure that the money they

are

spending is real. As you can

43

see

, a lot of work goes into

creating

the money that is used each and

every

day.

46

The Harper House

One hundred years ago, the Harper House was the grandest in town. The Harper family gave

parties in ballroom, and the gardens were the of everyone. But then the family 3

their money, and they moved away. For the house stood empty. The roof in, the walls 5

sagged, and weeds over the gardens. 6

But today the Harper House beautiful once more, thanks to the of the town's 8

Park Department. The head of the Park Department , "We wanted to save the house 9

it is part of our town's . Now it is beautiful and useful, ." 12

Workers and builders fixed the walls, , and floors. When repairs were finished, it 13

time to decorate inside. The decorators everything to look just like it one 16

hundred years ago. They studied photographs and drawings of the house. This them 18

choose the right curtains, artwork, and . 19

Then it was time to restore the and gardens. For this job, the hired May 21

Daze Scoring Key G3/Progress Monitoring 20

Chen, an expert gardener and **landscape** designer. She believes landscaping is very **important** to the 23

appearance of a house. She **wanted** the yard to be as pretty as the **house**. 25

Designing the landscape for the Harper House **was** a challenge for Ms. Chen. Because the 26

house is very big and sits on a **huge** piece of land, she needed to **plan** flower beds that were 29

very large. **Flower** beds of a normal size would **look** too small. 31

Like the decorators, Ms. Chen **studied** old photographs of the house. She **also** talked to 33

older people in town. The Harper **family** still lived in the house when **some** of these people were 35

children. They had **played** in the gardens and could still **remember** what the gardens looked like. 37

One **man** told her about a little goldfish **pond** in the backyard. With his help, she **planned** 40

one just like it. 40

The Park Department **has** big plans for the house now. **There** will be town meetings 42

and parties in the **ballroom**, and part of the house will **be** a museum. People will be able 44

Daze Scoring Key G3/Progress Monitoring 20

to and have picnics in the gardens, and it the perfect place for weddings. The Harper 46

House is of the town's history. Now it part of its future, too! 48