

# DIBELS® Next Administration Directions and Scoring Keys

## Daze/Level 4 Progress Monitoring

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## Daze G4/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.

<b>Timing</b>	3 minutes. Start your stopwatch after you say “begin.”
<b>Reminders</b>	<p>If the student starts reading the passage out loud, say <b><i>Remember to read the story silently.</i></b> (Repeat as often as needed.)</p> <p>If the student is not working on the task, say <b><i>Remember to circle the word in each box that makes the most sense in the story.</i></b> (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 <b><i>Just do your best.</i></b> (Repeat as often as needed.)</p>

# Daze Scoring Key G4/Progress Monitoring 1

## The Advice Column

If there was one thing Addie loved, it was giving advice. When her mother couldn't decide what

to **plant** in the garden, Addie advised tomatoes, since they **were** tasty in sauces and salads.

When her **father** worried the garage looked rundown, Addie **advised** him to paint it bright blue. To

her **teenage** sister who was looking for a **job**, Addie suggested tutoring math, her best

**subject**. Addie advised everyone she knew because she **enjoyed** helping solve problems.

In December, Addie's **teacher** made an announcement. "We are going to **make** a class

newspaper," Mr. Silva said. "**Everyone** will have an important role, such as **interviewing** interesting

people about their lives, describing our **classroom**, or reporting on field trips and **assemblies**. We

can even have an advice **column**. You can sign up after class for what you **want** to do."

An advice column! Addie **knew** right away she wanted to write it, **so** after class she

eagerly asked Mr. Silva **if** she could be the advice columnist. He **smiled** and said, "That sounds

great, Addie. I'll **put** a sign outside saying any student **needing** advice should write me a note."

# Daze Scoring Key G4/Progress Monitoring 1

The **next** week, Mr. Silva gave Addie a **thick** stack of notes. "It looks like a **lot** of

people want your advice," he **said**.

Addie took them excitedly, but her **enthusiasm** faded as she started to read them. She **didn't**

know who the notes were from, and she **wasn't** always sure how to best advise them. Addie **realized**

it was much harder to give **advice** to people she didn't know and **couldn't** talk to. What if she

gave the **wrong** advice? She asked Mr. Silva for **help**.

"I have an idea," said Mr. Silva. "**Why** don't you ask your parents and **older** sister how

they would handle the **problems**? They may have different perspectives."

At **dinner**, Addie told her family about the **students'** questions, and asked what they would

**do** in each situation. Together, they all **talked** over the different ideas. By the **end** of dinner,

Addie knew Mr. Silva's **idea** had worked. She had really helpful **answers** for her column, and she

also had **another** very important piece of advice to **give** her readers.

# Daze Scoring Key G4/Progress Monitoring 1

Two weeks later, Addie **showed** her family the finished newspaper. They **all** admired 48

her column and agreed she had **given** very helpful advice, especially the note that **appeared** at the 50

bottom of her column. 50

It **said**, "Remember: If you have a problem, a **teacher** or family member may have some 52

**great** advice. Just ask them!" 53

## Daze Scoring Key G4/Progress Monitoring 2

### Art Class

Every fall, the students prepared for the annual art fair. Not only was the art fair a **great** place 1  
for students to showcase their **work**, it also helped raise money for the **school's** art and music 3  
programs. Unfortunately, Tomas **wasn't** as excited about the upcoming event as his **classmates**. 5  
Tomas didn't dislike art, but he **just** didn't think he could draw like the **other** students. 7  
Some of the other kids **could** create detailed paintings of mountain landscapes or **fields** of flowers, 9  
but not Tomas. He **preferred** to draw pictures of amazing and **unusual** characters using ideas that 11  
popped into his **head**, but he was always too timid to **share** them with his teacher or 13  
his **classmates**. 14  
While his friends were busy getting **ready** for the art fair, Tomas just **sat** around and 16  
doodled. He was sure the **people** in charge wouldn't choose any of his **artwork** to sell, but he 18  
enjoyed sketching **pictures** of his classmates. His pictures weren't like the **portraits** he had studied 20  
in his art **book**. He drew pictures of his friends **wearing** magic capes or X-ray vision 22

## Daze Scoring Key G4/Progress Monitoring 2

goggles, or **sometimes** he would draw them with enormous **wings** or with their heads sitting atop the 24

**body** of a hulking creature. These silly **drawings** reminded Tomas of the illustrations in his 26

**comic** books. 27

One afternoon Tomas was in the **middle** of drawing a picture of his **friend** Juan dressed 29

up in an astronaut **outfit** when his teacher, Mr. Carl, walked by. He **asked** Tomas what he was 31

working on. Tomas **was** embarrassed, but before he could hide the **drawing**, Mr. Carl had picked 33

up the **portrait**. 34

Mr. Carl smiled as he studied the **picture**. "This is fantastic work! Do you **think** you 36

could make one of me?" 36

Tomas **was** shocked. "You want me to make **one** of you?" he asked. "I guess I **can** 39

try." 39

Tomas spent the rest of the **hour** drawing a picture of Mr. Carl in a **pirate** outfit with a 41

## Daze Scoring Key G4/Progress Monitoring 2

patch over his **eye** and a parrot on his shoulder. The **whole** class loved it.

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After class was over, Mr. Carl **asked** Tomas to stay for a minute. He **told** Tomas that

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the artwork he had **created** was very original and well drawn.

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“**So**, it looks like you'll be joining us at the **art** fair,” said Mr. Carl.

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“What do you **mean**?” Tomas asked, confused.

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Mr. Carl told Tomas he **would** be working his own portrait booth. He **said**, “I can

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see the sign for your **booth** already! It will say, Have you **ever** felt like a superhero? Get drawn

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as **one** now for only five dollars!”

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A Sigh of Relief

Stepping off the bus, I caught my first glimpse of Camp Bear Creek. I inhaled and felt a rush of

**excitement** for my first week at camp. I **knew** that I would have a wonderful **time**. That is, as

long as I **didn't** get too lonely thinking about my **favorite** dog, Patterson.

A teenager came over to **greet** us. "Hey, girls, I'm Dolores. I'm **one** of the counselors

here at Bear Creek. **Line** up behind me if your name **tag** is green, and I'll take you to our

**cabin**." I looked down at the tag I **was** wearing, which had arrived in the **mail** two

weeks earlier. It was green, **so** I scrambled into the line forming near Dolores.

A **few** minutes later, Dolores was leading twelve of us through the **forest** to a small

cabin with a **large** porch. When we arrived, she showed us the **bunk** beds where we would sleep.

There **were** also lockers where we could store our **belongings**. Then she told us that we had

**twenty** minutes to unpack our things and **put** the freshly laundered sheets on

our **bunks**.

### Daze Scoring Key G4/Progress Monitoring 3

I introduced myself to the girl who **would** be sleeping below my bunk. I **helped** her

secure the sheets on her **bed** and she told me that her **name** was Eloise. This was also her

**first** year at camp. I showed her a **picture** of Patterson and told her all about my **pet**.

After we had finished preparing our **sleeping** arrangements, we took the trail back to the

**main** campground to meet the other campers. **When** we got there, I was surprised to **see**

about sixty other campers. We were **told** to take our places on several **benches**, which formed a

large circle. A **few** minutes later, the camp director began **speaking** from the center of the circle.

She **welcomed** us and told us all about the **activities** available at camp. I couldn't wait to **try**

horseback riding, canoeing, and swimming in the **river**.

While the camp director was speaking to us, a **large** dog suddenly ran up to her. My

**mouth** dropped open. The dog looked like Patterson, except it **was** brown instead of black.

Without stopping, the **camp** director reached into her pocket, took out a **ball**, and threw it. As

the dog  after the ball, she explained that the  name was Juniper. Juniper loved it

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the campers played with her.

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I  a sigh of relief to realize that I  had two friends.

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## A Kite Festival

“Look at this,” Dad said, pointing to an ad in the newspaper. Nora took the paper and read the

**ad** for an upcoming kite festival. Just **last** week, Nora and her dad had **visited** a museum 3  
 where there was an **exhibit** about kite-making. Nora had been **so** interested in the kites that she 5  
**bought** a kite-making book. All week she had **been** working on making her own kite. As Nora 7  
**read** the ad details, her eyes grew **wide** with excitement. It was expected that **more** than 10  
 1,000 kites would fly at the **festival**. There would even be a special **event** for children. Nora and 12  
 Dad decided that they **would** attend. 13  
 Nora called the number printed in the **ad** and got more information as well as the **rules** 15  
 for the children's event. According to the **festival** rules, all children had to make their **own** 17  
 kites, so every day after school, Nora **continued** working on her kite. She went out **every** day to 19  
 practice flying her kite and **see** how well it worked. She continued to **refine** it and practice her 21  
 technique until **finally** she was happy with the results. She had **designed** and constructed a colorful 23

and attractive **kite** that flew well, and she knew the **best** techniques for flying it. Nora felt **ready**

for the upcoming challenge.

On the **day** of the kite festival, Nora and her dad **arrived** at the site in time for the

**impressive** opening ceremonies. The master kite-maker **contest** began just after the opening

ceremonies. Nora and Dad **watched** the masters make and fly their **kites** with expert skill. At noon, it

**was** time to start the children's event, **so** Nora took her kite to the **registration** table for

children under eleven and **signed** up. She made her way to the **field** and awaited the judge's

signal. She **gently** threw her kite in the air and **felt** the wind take hold, soaring the **kite**

up into the sky. It had to **fly** for one minute to qualify. It **flew** for that long and more! Nora

**beamed** at her kite and felt very **proud**.

Next, Nora and her dad watched in **amazement** as master kite fliers showed off their **tricks**

and kite moves in the Hot Tricks Showdown. Nora **gasped** as the kites executed daring

## Daze Scoring Key G4/Progress Monitoring 4

and **amazing** maneuvers. The day ended with a

**contest**

in which the winner was the

**last**

kite

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still flying in the air. What a **show** it was!

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## Daze Scoring Key G4/Progress Monitoring 5

### A Play About Texas

The lights went out on stage for just a moment. Then all the actors came out to **take** a 1

bow, and I leapt to my **feet** and clapped loudly. I glanced at my **mother**, father, and brother, and 3

saw that they **were** also cheering eagerly. We had just **watched** “Texas, A Musical Romance of 5

Panhandle History,” a play shown in an **outdoor** amphitheater during the summer months. 6

On the **way** to the parking lot after the **play**, I was dancing to the music that **was** 9

still playing in my head. We **drove** back to our cabin, talking excitedly about the **play**. “My 11

favorite part was seeing the **canyons** at night,” my father said. “It’s **neat** to be able to sit under the 13

**stars** and watch a play.” 14

“I liked **eating** dinner beforehand,” said Mom, “and watching you **kids** scramble around 16

on those rocks.” Before we **went** to the play, we had eaten **dinner** near the entrance to the theater. 18

The **cookout** dinner was served on picnic tables **overlooking** the colorful layers of the canyon. 20

After **dinner**, we entered the outdoor theater and **were** welcomed by men and women 22

## Daze Scoring Key G4/Progress Monitoring 5

dressed in **boots** and western clothing. One man tipped his **cowboy** hat to me and said, "Howdy,

**partner**." Before these helpers guided us to our **seats**, they explained that water is the **only**

drink allowed in the theater. They **also** said that the theater was equipped with a **sound** system for

visitors who are hearing **impaired**. My mother was excited to learn about this **because** my

grandmother planned to see the **play** in a few weeks.

"Remember how the **horseback** riders came out as the play **started**?" my brother asked. I

could picture the **scene** in my mind. Two riders, one **carrying** a Texas flag and another carrying

an American **flag**, ran along the top of the **canyon** at sunset. The crowd went wild and **then**

the play began.

The play was about a **relationship** between a farmer and a rancher. As the **story**

unfolded, different actors came onstage wearing **colorful** costumes. They sang and danced to

**music** performed by a live band. I **don't** think I moved a muscle the **whole** time.



## Daze Scoring Key G4/Progress Monitoring 5

“I thought the special effects **were** fantastic,” I added. In one part of the play, a

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**thunderstorm** swept across the stage with flashing **lights** and lots of noise. When a **sudden** bolt

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of lightning struck a tree on the **side** of the canyon, everyone in the **audience** jumped. The warm

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summer breeze blowing against my **skin** made me wonder for a moment **if** a real storm had

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come.

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My **father** stopped the car next to the **cabin**. “Who wants to go again next

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**summer**?” he asked.

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A Long Journey

In the fall, Monarch butterflies are born in the northern part of the United States. When the

temperature drops, the butterflies **know** it is time to begin the **journey** south to Mexico, where not

only **is** it warmer, but there are more **plants** on which to feed. Most Monarch **butterflies** live

only four or five weeks, but **once** a year a special generation is **born** that will live seven to eight

**months**. For comparison, this would be as **if** every so often people were born who

**lived** over five hundred years!

These long-lived **butterflies** will leave their birthplace, flying a **route** they seem to know,

though it **is** the first time they have made the **journey**. They fly about fifty miles each **day**,

making stops as they go to **get** nectar from flowers. This gives them the **energy** they need to keep

flying. They **face** many dangers as they fly south, **including** flying through bad weather

and coming in **contact** with predators. Still, they keep going.

After about **two** months, the butterflies come to rest on a **mountaintop** in Mexico

## Daze Scoring Key G4/Progress Monitoring 6

teeming with millions of **other** butterflies. Somehow they all make it to **one** of twelve remote 24  
mountains. New generations of **butterflies** arrive there year after year. Even **scientists** are not sure 26  
how they know the **way**. 27

The butterflies hibernate on the mountain for about **four** months in huge groups on tree 28  
**trunks**. When it gets warmer in February, the butterflies **wake**. Soon, they begin their trip back to 30  
the North. During the **trip**, the female butterflies stop to lay **eggs**. In about one month, the babies 32  
**hatched** from these eggs will head north, **too**. These new butterflies, unlike their elderly 34  
**parents**, will only live four to five **weeks**. This will not be enough time for them to **finish** 37  
such a long journey. Their children and **grandchildren** will finish it for them, each **generation** only 39  
living for a month and **flying** as far as they can before it **is** time for their offspring to take 41  
over. 41

**Kids** and adults are helping scientists learn **more** about this mysterious butterfly 43

## Daze Scoring Key G4/Progress Monitoring 6

migration. A **program** called Journey North asks for your **help**. When you see a Monarch, report it 45

to the **group**. Journey North uses the information to **map** the butterflies' progress as they 47

travel to their **winter** and summer homes. You can track the **butterflies'** progress online and be a 49

part of their **exciting** migration. 50

Going to the Museum

Talking with people about dinosaur bones, colorful rocks, and giant insects is all in a day's work

for Mr. Martin. He's a guide at the Museum of Natural History. **It's** a job that combines his love of

**science** and people.

It's a good thing Mr. Martin **likes** people, as the museum has hundreds of **visitors** every

day. Many look at the **exhibits** on their own, but others choose to **take** a guided tour. These

people really **learn** more from their visit because Mr. Martin **explains** each exhibit and answers their

questions. He **has** a talent for grabbing their attention and **helping** them learn.

Mr. Martin says that **each** group of people is different. He **doesn't** just give memorized

speeches. When he **takes** a group of people on a **tour**, he asks himself what they need to **know**

about each exhibit. For example, a **group** of first graders will have different **questions** than a group

of adults.

Sometimes **there** are one or two people in a **group** who are bored. Mr. Martin sees

## Daze Scoring Key G4/Progress Monitoring 7

them as a **challenge**. He knows that there is something to **interest** everyone in this museum. He

tries **hard** to help them find it.

The **museum** is home to thousands of items. Mr. Martin **seems** to know something about

each one. **When** the museum gets a new item or **makes** a new exhibit, he spends time **learning**

as much as he can about it. That **way**, he'll be ready for any questions a **visitor** might ask. He

says he's learned a **lot** since he started working at the **museum**.

Mr. Martin loves his job because he **gets** to see so many interesting things. For

**example**, the museum has a big exhibit of **insects** from around the world. He is **amazed** by how

many sizes and shapes of **insects** there are. There are tiny green **flies** and giant beetles with horns!

The **mineral** room is also fun, with its **many** different kinds of rocks.

However, Mr. Martin's **favorite** part of the museum is the **prehistoric** animal room. It holds

dinosaur skeletons and **models** of other animals that have disappeared from the Earth, **such** as

## Daze Scoring Key G4/Progress Monitoring 7

various tiny horses and giant **cats**. Mr. Martin loves to show people these **strange** animals.

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Mr. Martin says that sometimes he **gets** tired and his feet hurt. But **when** he answers a

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question and sees **someone** get excited about learning something new, he **finds** it is all worth it.

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The Grocery Store

Everyone needs food, and many of us buy our food at the local grocery store. Often, we take

these stores for **granted**, but running a grocery store requires a **lot** of skill and cooperation. The

employees in a **grocery** store all work as a team. **Each** person does his or her job to **make**

sure that we get the best **food** possible.

Grocery stores have a variety of **sections**. For example, if you want to **buy** fresh fruits

and vegetables, you go to the **produce** section. It takes many different people to **keep** this section

running well. There are **stockers** that make sure that the fruits and **vegetables** are fresh and neatly

stacked. These **workers** are supervised by produce managers who **are** in charge of ordering the

right **amounts** of all the different types of **produce**.

At any given time in the **bakery**, all kinds of activities are going on. **Someone** might be

putting the icing on a **birthday** cake. Another worker could be adding **nuts** to the cake mix or

checking the **oven** to see if the bread is **ready**. All the while, clerks are taking **care** of



## Daze Scoring Key G4/Progress Monitoring 8

customers who want to buy the

**bakery's**

products.

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In the meat department, butchers

**make**

sure customers have their favorite cuts of

**meat**,

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fish, or poultry. They cut and

**wrap**

their products and then put them in

**icy**

cold cases.

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People can choose among these

**products**

or ask for something special. Butchers

**keep**

soap and

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water handy to wash

**surfaces**

and tools as they work. It's

**important**

to keep this department squeaky

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clean! Like

**other**

departments, the meat department has a

**manager**

who assigns jobs to all those

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who

**work**

there.

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The produce section isn't the

**only**

area that needs stockers. In fact,

**stockers**

are needed all

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over the store. Their

**job**

is to line up all of the

**products**

neatly on shelves or in cases. In

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**some**

stores, they also keep track of

**how**

many of each item are sold. They

**tell**

their

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managers which items have been

**selling**

well. The managers then order more of those

**items**.

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After customers finish shopping, they are

**ready**

to ring up their purchases. It's

**time**

to

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## Daze Scoring Key G4/Progress Monitoring 8

check out! Cashiers run each **item** with a product code through the **scanner**. They weigh fruits and

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vegetables and **type** in the correct code for each **one**. After all the items are totaled, the

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**customer** pays and is handed a bag **full** of groceries. The groceries are put into the **bag** by

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a bagger. Baggers also help **people** carry their groceries to the car.

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**Clearly**, it takes a lot of people to **run** a grocery store. Shopping is the **easy** part!

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Prairie Dogs

It seemed like we had been driving across northern Kansas forever. After spending a week with

my **grandparents** in Missouri, my family was returning **home** to Colorado. We planned to camp 2

**overnight** at Prairie Dog State Park near Norton, Kansas. My **grandfather** had raved about this park, 4

explaining that it had **historical** places, unusual native wildlife, and a **place** to swim. The 6

place to swim **sounded** great. 7

The road we were traveling along had **been** as straight as an arrow all the **way**. I don't 9

think Mom had to **turn** the steering wheel except in the **towns** and once to avoid running over 11

a **turtle**. On either side of the road, as **far** as the eye could see, crops of **corn** and wheat grew in 14

well-tended **fields**. 15

We finally arrived in Norton, where we **turned** and headed for the Prairie Dog State Park. 16

“There's the **entrance** to the park, Kerry. I can **see** the prairie dog statue Gramps told us 18

about,” Mom **said**. 19

I thought that the statue looked like a **big**, fat squirrel. I wondered aloud why they

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**called** it a prairie dog instead of a **prairie** squirrel. Mom promised I'd learn the **answer** to that

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question during our visit.

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After we **settled** into the park and pitched our **tent**, I got to go swimming in the

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**delightfully** chilly lake. It felt wonderful after the **long** day of driving.

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In the morning we **were** up early, and after breakfast we **headed** for the park's main

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attraction. We **walked** along the road and then up a **hill** in front of the prairie dog **town**. As we

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neared the top of the **hill**, we heard a racket that sounded like a **dozen** little poodles barking.

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“That's why they're **called** prairie dogs,” Mom said. “The prairie **dogs** warn each other of

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danger with that **yappy** little bark. Then they all dive into their **burrows** and hide until the possibility

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of **danger** is past. If we hide ourselves **here** behind the crest of the hill, **they'll** come out

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in a while.”

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## Daze Scoring Key G4/Progress Monitoring 9

We **made** ourselves comfortable and waited. Sitting on the **grass**, we could just see 43  
over the **top** of the hill. After about ten **minutes**, one prairie dog stuck its head up. **Then** there 46  
was another and another, and **soon** there were dozens of them, sitting up on their **back** legs and 48  
looking around. The youngsters **started** coming out of their burrows, and they **scurried** up to the big 50  
prairie dogs and **gave** them little kisses. 51  
They were just as **cute** as could be. I loved watching the **prairie** dogs that day. They 53  
made the **vacation** very memorable for me. 54

Lava Tree State Park

Think of white sand beaches, a blue ocean, tall palm trees and rushing waterfalls. These are

things most people imagine **when** they think of Hawaii.

Now think about **red**, hot lava. That image doesn't fit **some** people's idea of what

Hawaii is like, but a **visitor** to Hawaii cannot go far without **seeing** the importance of volcanoes to

this **island** state. When you are in Hawaii, you **are** around volcanic activity. The people who

**live** there are used to it and, in **fact**, they know how important volcanoes are to their **lives**.

You see, without volcanoes, the islands **would** never have been formed.

One reminder of the **islands'** history with volcanoes is Lava Tree State Park. This **park** is

located near a high mountain on the Big Island of Hawaii. The park **area** used to be a forest, but

**two** hundred years ago a volcano erupted and **sent** a river of lava through the **many**

trees that were there. A stand of **lava** trees resulted from that event. Today, the **trees** are a popular

tourist attraction.

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# Daze Scoring Key G4/Progress Monitoring 10

Here **is** how the lava trees were formed. The **plants** and trees that grew beneath the

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**volcano** formed a kind of rain forest. The **plants** were dense, and the air was **always** humid and

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muggy. When the hot **lava** first reached the trees, it met **cool**, wet bark, which caused the

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lava to cool and **form** a mold in the shape of **each** tree. The hotter lava then flowed into this

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**mold** and filled the area left empty by the **burned** tree. Slowly, the cooling lava drained from

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**each** mold, leaving a hard and rocklike **shell**. This shell was a perfect model of the **tree**.

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Many of these shells stood together after the **event**. They showed how the forest looked before it

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**was** destroyed by the lava flow.

35

Over **time**, the forest has grown back. The **dense** tropical foliage that existed before has

37

**been** replaced by new growth. The lava **trees**, now covered in moss, remain amid the trees and

39

**plants** of the forest, blending in with the **vegetation**. Tourists can see the natural beauty of the

41

**original** forest. They can also see the **rocky** remains of the destroyed forest.

43

# Daze Scoring Key G4/Progress Monitoring 10

Guided **tours** through the park happen every day. **Tour** guides let visitors get up close to

45

the **lava** trees and visitors are even allowed to **view** the inside of selected trees. There **is**

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also a short hiking trail that **tourists** can take to see some of the **best** sights the park has to

50

offer.

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The Restaurant

It was a busy Saturday evening at Giuseppina's, the best restaurant in town. Waiters in white

shirts and blue  rushed about carrying heavy trays of  food. Tamiqua and her parents

2

sat at a  table in the corner, waiting for their . From where they sat, Tamiqua could

4

the chefs in the kitchen. They  rolling out dough, chopping vegetables, and

7

dishes from a huge oven. Tamiqua's  growled as she thought of the  with meatballs.

9

It was her favorite  and she ordered it every time her  came to eat here.

11

“Why don't you  something different tonight?” her dad asked. Tamiqua  and

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shook her head. She thought to , why should she when she knew the  was tasty?

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Her mom enjoyed trying  foods, though, and every time the  went to

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Giuseppina's, her mom would  the chef's latest dish. This dish  always new, and usually

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included special  that the chef had gained from her . Tamiqua didn't know why Mom

21

would  to eat something she had never had before  she didn't know if she would like it.

23

At **last**, the waiter arrived with their food and **set** the plates down on the table. Mom and 25

Dad **picked** up their forks, but when Tamiqua **looked** at her plate, she saw noodles **covered** with a 28

white sauce with many **strange** objects in it. "This isn't spaghetti and **meatballs**!" she cried. 30

"Oh dear, we made the **wrong** food for you!" the waiter said. 31

**Just** then, the restaurant manager came by and **saw** Tamiqua's sad face, so she asked 33

what the **trouble** was. When the waiter told her about the **mistake**, the manager looked serious and 35

promised to **bring** the right dish out as soon as **possible**. 37

Before the manager returned to the **kitchen**, Dad asked the waiter to explain the **dish** they 39

had brought out. He told them that it **was** noodles with chicken and spinach in a **creamy** cheese 41

sauce. Dad looked hopefully at Tamiqua, but she **frowned** and wrinkled her nose. 42

"Tamiqua, those **are** all things that you like, you've **just** never had them all in one 44

**dish**," Mom said. Dad asked her to **try** a bite. 46

Tamiqua sighed, but she **went** ahead and picked up her fork and **cut** a tiny bite. She

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put it in her **mouth**. To her surprise, it was good. She **took** another bite. Yum! The cheesy

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sauce **tasted** delicious with the chicken and vegetables. Tamiqua **smiled** at the waiter and manager.

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She **said**, "Tell the cook I have a **new** favorite dish!"

54

My Memories of the State Park

Some of my best childhood memories are of the many relaxing days I spent camping and picnicking with my family at Big Oak Tree State Park. Whenever I smell sunscreen lotion, I

**remember** my mother dabbing it on my **cheeks** while I looked up at the **trees** in the park. 3

Once, she told me **how** it came to be called the **park** of champions. She explained that the 5

**nickname** comes from the many tall trees **living** in this wonderful Missouri park. 7

I'm **grown** now, and I live in another **state**, but I take my children to **visit** Big Oak 10

Tree State Park. We go whenever we can **all** take a vacation. When I recently **looked** up 12

information about the park, I **learned** that my mother was right. Seven **trees** in the park are state 14

champions. **Two** of these trees are also national **champions**. This means that the trees are the 16

**biggest** of their species, based on many **characteristics** including the height of the tree, 18

**how** far their branches spread out, and the **size** of their trunks. Of course, the **trees** on the 21

list change as the trees **age** and die. 22

## Daze Scoring Key G4/Progress Monitoring 12

My youngest son Todd **loves** wildlife, so a trip to Big Oak Tree State Park **is** always a 24

treat for him. He **often** takes a sketchpad and drawing pencils to **record** his observations of 26

animals. On our **last** visit, he drew a picture of a **deer**, a turtle, and a lizard. When we **left** 29

the park, he picked up some **information** about its history. He read that **bald** eagles can be spotted in 31

the **park** in the winter. He added an **eagle** to his drawings on the way **home**. 34

My daughter loves to hike as **much** as my son loves to draw. She **always** asks to go on one of 36

the **trails** in the park. Her favorite trail **is** called the Bottomland Trail. This short trail 38

**begins** and ends in the picnic area. **Sometimes** we all take a hike together and **then** eat our 41

favorite picnic lunch—ham **sandwiches**, potato salad, and lemonade. The last **time** we took this hike, 43

we heard a **strange** honking sound. We looked up to **see** a flock of geese coming in for a 45

**landing** near the trail. We were surprised to **see** how large these birds are. My **daughter** couldn't 48

stop talking about the sight. 48

## Daze Scoring Key G4/Progress Monitoring 12

I **guess** my favorite part of going to Big Oak Tree State Park **is** building more

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memories. Whenever we go **there**, I take sunscreen for my children. **When** I dab it on their cheeks,

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I **always** remind them that the park is **called** the park of champions. Maybe some **day**, they'll do

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the same with their

**children**.

56

Musical Dunes

When you think of famous singers, you probably think of a musical artist or band. Have you ever

thought of a **sand** dune as a singer? It may **sound** strange, but several famous sand dunes

**are** responsible for creating many unique songs.

Over **thirty** sand dunes around the world create these “**dune** tunes.” Observers

describe the sound as a **loud** roar, low thrumming, or even a **funny** squeak. Some people even

compare the **sound** to a barking dog! Scientists think they **know** how these sounds are made.

When **grains** of sand crash together, a very **small** sound is made. The sand grains in a **musical**

dune all collide against each other to **create** a sound wave that vibrates. This **creates** a type of

song. In order for the **sand** to sing, the grains must be **round**, contain a mineral called silica, and

**be** fairly dry. Then, the only thing **needed** to create the sound is a **force** to move the

sand. This can **be** the wind or people sliding down the **dune**. The songs can last up to

**several** minutes. Tours bring people to the **dunes** and show them how to slide down in **order** to

create the maximum amount of **sound** .

25

Some of the most beautiful songs **created** by dunes can be found in the **deserts** of Oman.

27

Scientists say the sand **there** makes a very pure tone. You **can** find other singing dunes around the

29

**world** . There are singing dunes in places **such** as Wales, the United States, and China. The **most**

32

famous musical dune in China is **called** the Mingsha Sand Dune. Today, it is a **popular** tourist

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attraction and many people climb the **dune** and slide down to hear it **sing** . On days when the

36

wind makes the **dune's** song especially loud, people can hear the sound **miles** away.

38

Another popular singing dune is on the **island** of Kauai. It's called Barking Sand Beach and

39

**is** one of the biggest beaches in the U.S. **state** of Hawaii. The beach stretches fifteen **miles**

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with huge sand dunes measuring over **one** hundred feet. Legend says that the sound **comes** from

44

nine dogs barking at their **owner** when they were stuck in the **sand** during a bad storm. Visitors

46

rub their **bare** feet against the sand to hear it “ **bark** .”

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The next time you think about **famous** singers, remember the famous singing sand **dunes** and their very unusual songs.

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The Clown College

At most schools, students get in trouble for clowning around. That is certainly not the case at

Clown College. For **thirty** years, Clown College has been teaching future **clowns** important skills 2

for a career in the **circus**. Can you imagine such a thing? **People** actually go to school to learn 4

**how** to goof around correctly in size **fifty** shoes! 6

To the people who run a **circus**, this training is no joke. They **look** to Clown College 8

when they want to **hire** professionals who can safely entertain a **crowd**. The Clown College was 10

founded in the **late** nineteen sixties. Its mission was simple. The **founders** wanted to create a 12

place where **young** people could go to learn the **craft** of clowning. They looked all over the 14

**country** for the best and brightest among those who **wanted** to be clowns. They went from **city** 17

to city holding auditions. Every year, **only** thirty students were accepted into the **program**. The 19

competition didn't end there, though. **Only** the very best of those thirty **would** get to go on the 21

road with the **circus**. For some unlucky students, all those **pies** in the face turned out 23

to **be** for nothing. 24

Education continued for the **lucky** students who were chosen to go on the **road**. They 26

learned to walk on stilts and **apply** just the right amount of make-up. By the **end** of their 28

training, they knew everything about **clowning**, from polka dots to miming. Many of the **students** 30

believed they had found their dream **job**. Where else, for example, would a **boss** say, 32

“Today we're going to see **how** many of you we can fit into this **tiny** car.” 34

As the trained clowns moved **forward** with their careers, the people who **ran** the circus 36

began to notice something. **Turnover** among employees started to go way down. **Instead** of quitting, 38

clowns were actually staying with and **enjoying** their jobs. What did this mean for the circus? **First**, 40

the longer people stayed with the circus, the **more** polished their skills became. Experienced clowns 41

**are** better in most situations than clowns with **less** experience. The second thing is perhaps 43

the **most** important. A clown's job is to **make** people laugh. Clearly, a clown who **is** happy 46

has an easier time making the **audience** laugh.

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The number of professional clowns **continues** to grow. In fact, there are over **fourteen**

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hundred expertly trained clowns in the **world** today. All this is thanks to Clown College, which

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**provides** a place where students are encouraged to **goof** off.

52

Cooking Together

Each day, the twins looked forward to the wonderful dinner their grandmother had prepared. On

this day, however, things were **different**. Wearing a cast on her arm, Gran **met** the boys at the door. 2

She **told** them that she hurt her hand that **morning** and the doctor insisted that she **wear** a cast for a while. The **doctor** also told her that she should **avoid** using her hand for the next **week** or so. This left her wondering what to **do** about cooking dinner that night. 4 7 9

“Oh, Gran, we **are** so sorry you hurt yourself,” said Jack. “**Don't** you worry a bit about the **cooking**, though. John and I have always **wanted** to learn to cook. This is the **perfect** opportunity for you to teach us. You **just** sit right there in that comfortable **chair** and give us some pointers.” 11 14 16 16

Because **spaghetti** was one of their favorite meals, the **boys** decided to give it a shot. Gran **said** she thought that spaghetti was a **great** choice for two chefs in training. She **asked** them 18 21

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if they had a particular **recipe** in mind. Because the boys were **new** to cooking, they did not. So

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with Gran's **advice**, they decided to use the Internet to **find** some creative recipes. Gran said that she

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**used** it often when she couldn't think of what to **make** with the ingredients she had on **hand**.

28

John sat down at the computer and **was** soon scrolling through spaghetti recipes. Jack

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**looked** through the cookbooks that Gran had in the **kitchen**. Soon the twins agreed on what

31

**type** of spaghetti to make and assembled the **necessary** ingredients. While Gran watched, Jack

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browned the **meat** and John put the water on to **boil** for the pasta.

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Gran told Jack that he **might** want to add a little garlic to the **browned** meat. And then she

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told John that **if** he put a little olive oil in the **pot** of water, the pasta wouldn't stick

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**together**. Finally, she told the boys to **add** a can of diced tomatoes. She **told** them to stir it

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together with the **browned** meat until it was heated. Then she **told** them her secret. She said

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they **should** add some red pepper flakes and a **pinch** of cinnamon to give the sauce a

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**special**

flavor.

47

Jack was just finishing making a **salad** when Mom arrived home from work. She

**was**

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delighted to see the table set and a **large** pot of spaghetti steaming on the **stove**. The twins

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proudly served up plates of **food** for Mom, Gran, and themselves. Everyone **agreed** that the

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meal was delicious, and the **boys** concluded they had discovered a brand **new** hobby.

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How to Coach a Basketball Team

The basketball game was approaching halftime and the Chicago Bulls team was playing without

much heart, and was not doing well. The Bulls coach, Phil Jackson, sat and **watched** the action. He

was not happy with his **team**, but did he scream and shout? **Did** he call a timeout and give the

**players** a pep talk? Not at all, and in **fact** the coach did something that no **other** coach had

done during a game. He **pulled** out a pair of clippers and **trimmed** his fingernails.

This is just an **example** of Jackson's one of a kind **coaching** style. If you happened to walk in

on a **practice** session you might be surprised to **see** the players sitting and listening to a **story**

rather than running up and down the **court**. Coach Jackson's practice activities are often focused

**just** as much on mental preparation as on **physical** preparation.

He has been known to **tell** his players Native American legends, and sometimes he **teaches**

them special methods for relaxing and **clearing** their minds. He is well known for **giving** some

players books to read to **improve** their playing skills. They are not **books** about basketball, however;



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they are simply books that **tell** stories. Jackson hopes that the players **will** learn something 24

about themselves by reading the **books**. 25

Books are not the only tools that this **coach** uses. He likes to show clips of **movies** to his 27

players, too. One time, **two** of his players were angry at **each** other. The coach showed a movie 29

about **people** who must learn to work together to **face** an opponent. Who was the opponent his 31

**players** had to face? The other team! Jackson **hoped** that by watching this movie, his **players** 34

would apply the lessons to their **own** lives. They had to learn that **rather** than fight with 36

each other, they **needed** to overcome their differences to be a **strong** basketball team. 38

Jackson's unusual coaching style **also** appears on the court. During a **game**, he often 40

appears calm and relaxed **while** the players run and jump and the **fans** yell and cheer. It 42

almost seems like he **is** thinking of something else. 43

These methods **are** very different from those of other **coaches**. But they sure do work! 45

## Daze Scoring Key G4/Progress Monitoring 16

The **teams** that Jackson has coached win game after **game**. Maybe it's because these methods bring

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the players **together**. As Jackson once wrote, "The power of We **is** stronger than the power

49

of Me."

49

A Medal for Illustrators

Ferocious monsters, dazzling magic, and fantastic worlds appear in many books for children.

Others focus on a child's day or a **real** woman of the past. Some are **simply** silly stories that bring a 2

smile to **readers'** faces. To help bring all these **stories** to life, many books for young **children** are 5

picture books. They are filled with **illustrations** that tell the story through their **art**. Each year, 7

some of the best **picture** books are given awards named after Randolph Caldecott. He **was** an 9

English artist who was famous for the **books** he wrote for children. 10

The Caldecott Medal **was** first given in 1938. The Newbery Award, **another** prize for 12

children's books, had been **given** for the first time sixteen years before. **Yet** the Newbery went 14

only to writers, and **was** usually for novels. The people who **gave** the Newbery wanted a way to 16

**honor** picture books and their illustrators. Thus, they **created** the Caldecott Medal, which was for the 18

**artist** of the best picture book of the **year**. The "Caldecott Honor" is given to the **runners**-up. 21

Randolph Caldecott was born in 1846. **When** he was twenty-four, he began to **work** as an 23

illustrator. Magazines would hire him to **illustrate** their stories. Other times, they would **simply**

print some of his drawings by **themselves**. He became well known for his **work**. In 1877 he was

asked to **draw** pictures for two children's books. The **books** were so successful that he put out

**two** books a year for the next **eight** years. He chose or wrote all the **stories** in his books,

but what they **are** most known for are their illustrations. They **were** often funny, and had a sense of

**movement** that helped bring the stories to **life**.

On the front of the Caldecott **medal** is a running horse with a **rider** on its back. The man

is **only** barely hanging on, and the horse **is** running past squawking geese and barking

**dogs**. This funny and lively image is from **one** of Caldecott's books. It was these **types**

of pictures that helped make his **books** so beloved and successful.

Today, the Caldecott Medal **has** been awarded to dozens of picture books. It **helps**

people learn of great new books and **gives** recognition to talented artists. It is a **wonderful** way to

honor a beloved illustrator of the past, as

**well**

as the artists who carry on his

**tradition**

today.

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Just Give Me the Baton

The finals for the one-hundred-meter dash were about to begin, and one of the team's best

runners was nowhere to be seen. The coach wondered where she could **possibly** be. This was the

Olympics, after **all**, and Wilma Rudolph was the star of the **team**! He finally found her sound

asleep in the **warm**-up tent. "This is probably one of the **biggest** moments in her life, and she

**goes** to sleep," Coach Temple thought in disbelief.

A **few** minutes later, Wilma exploded from the **starting** line like a rocket. Her arms

**pumped** and her long legs moved gracefully around the **track**. She easily earned her gold medal in

the **race** and also won the two-hundred-**meter** race that followed. Then it was **time** for the

team relay. Wilma would **be** running along with three other runners. **Each** one would complete

a portion of the **race**, and then hand a baton to the **next** runner.

As the anchor runner in the **relay**, Wilma would be the last member of the relay **team** to

run. She wanted to win the **gold** medal for her team and for the United States **more** than anything.

“Just give me the **baton**,” she said, flashing a wide smile as the **runners** made their way to the track.

A **few** minutes later, the starting gun sounded and the **runners** took off. Waiting for her teammates to **reach** her, Wilma watched the first three **runners** sprinting around the track. She waited until the **third** runner had grabbed the baton and **begun** running toward her. To allow time to

**build** up speed before taking the baton, Wilma **started** running before the runner reached her.

Wilma **heard** the sound of the runner's feet behind her. She **extended** her hand to receive the baton. A **low** groan went up from the crowd **when** she fumbled and missed it. She **tried**

again and got her hand firmly around it. **However**, as she gained speed, she realized that she had **fallen** back to third place.

Staying calm, Wilma **went** into action. Every muscle in her **body** strained to catch up. When she **passed** the first runner ahead of her, she **saw** that there was only a short **distance** left

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in the race. Then, with the **crowd** roaring, she swept over the finish **line**. She was four yards

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ahead of her **opponent**.

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Wilma Rudolph cheered along with the **audience** and with her team. She had **just** become

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the first American woman to **win** three gold medals in the Olympic **games**.

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A Special Camp

Have you ever been to a summer camp? Camps often have art and science **activities** and let  
 you go outside to **have** fun. In some camps, you might **get** to read and talk about a **lot** of good  
 books. There are also **many** camps where you can learn and **play** sports. One special sports  
 camp is **held** every year at multiple sites across the United States. It **is** the people at this camp  
 that **make** it special.

Camp Shriver was founded by Eunice Kennedy Shriver in 1962. Shriver's **brother**, John F.  
 Kennedy, had recently become the thirty-fifth **president** of the United States. Their sister, Rosemary  
 Kennedy, had an **intellectual** disability. Shriver knew children who had **similar** disabilities and  
 wished there was a **fun** camp where these kids could get to **play** the same kinds of sports as  
**kids** who were not disabled. She founded Camp Shriver **so** all kids could have fun  
 playing **sports**.

Today, Camp Shriver sites are in many **states** and offer many different sports. Every Camp

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Shriver **has** at least four areas where sports **can** take place, such as tennis courts, 21  
**pools** to swim in, or grass fields. **Some** Camp Shriver sites are for young kids **only**, while some 24  
take all ages. Some of the **camp**s are for kids with a certain **type** or level of disability, and others 26  
**are** less specific. All of the camps **take** kids with and without disabilities, who **play** and 29  
compete together. Kids are usually **paired** up with a buddy for the **duration** of the camp. All the 31  
kids **learn** to play together and have a **great** time. Campers and counselors often make **friends** 34  
at Camp Shriver that they keep for the **rest** of their lives. 35

Some kids who **attend** Camp Shriver may find that they love a **certain** sport. They may 37  
go on to **be** in an event called the Special Olympics World Games. This **event** is a sports 39  
competition for athletes with **intellectual** disabilities. It is held every four **years** and has both 41  
summer and winter **sports**. Athletes from all over the world **compete** in divisions for their level 43  
and **abilities**. Some events are for athletes with and without **disabilities** to work together. 45

## Daze Scoring Key G4/Progress Monitoring 19

Shriver's dream, that **all** people would have the same chances to play and **compete** in 47

sports, has become a reality. With **dozens** of sites for her camp and a **thriving** world sports event for 49

athletes with **intellectual** disabilities, the opportunities are endless. 50

Amusement Park Rides

Over one hundred years ago, people began building amusement parks. These parks had rides,

attractions, and **food** stands. They were often built in or near **large** cities. Families could

visit one of these **parks** and be entertained for a day. **Each** member of the family would find

**something** to enjoy at the park.

For **many** people, the rides were the best **part** of the parks. The merry-go-**round**, or

carousel, has always been a **favorite** ride for children. The brightly painted **horses** and fun music

can make anyone **smile**. Did you know the first carousels **were** actually turned by real horses? The

**horses** were tethered to the carousel and **would** walk in a circle around it. **Later**, carousels were

powered by steam and **eventually** electricity.

For people who wanted more **excitement**, the Ferris wheel took them higher into the **air**

than most amusement park goers would **ever** get by any other means. The Ferris **wheel** was

invented for the Chicago World's Fair. The **fair** organizers wanted an attraction to rival the

## Daze Scoring Key G4/Progress Monitoring 20

Eiffel Tower, which **was** built for the previous World's Fair in Paris. **When** the Ferris wheel 23

was complete, it **was** the largest single piece of forged **steel** in the world and had thirty-six 25

**wooden** cars for passengers. Visitors at the **fair** loved the huge rotating wheel, and **today** 28

the Ferris wheel remains a staple of **amusement** parks. For many people, riding with **friends** and 30

family to the top of the Ferris **wheel** is one of the highlights of **any** trip to a fair. 32

The Ferris **wheel** opened the door to other, more **exciting** rides. It wasn't long before 34

people **invented** parts of what would become known as the **roller** coaster. The first roller coaster 36

ever **built** was called The Cyclone. It was at a **park** called Coney Island in New York City. 38

With this **new** type of ride, park visitors got to **change** directions and go high and fast in a 40

**flash**. They loved the excitement caused by **moving** at such amazing speeds. From that 42

**time** on, one of the main goals for **any** new amusement park was to have a **higher**, 45

longer, and faster roller coaster. 45

## Daze Scoring Key G4/Progress Monitoring 20

Amusement **parks** are now found all over the **world** and have many types of rides and

47

**even** themes. Today, these parks are places **where** visitors can imagine themselves in all **sorts** of

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exciting settings. They can learn about the past, about **science**, and about other countries. Or they

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**can** just have a great time enjoying the **rides**.

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