

DIBELS® Next Administration Directions and Scoring Keys

Daze/Level 5 Progress Monitoring

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Daze
G5/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 G5/Progress Monitoring 1

A Change of Plans

The afternoon was cooling off as the dinner hour approached. The family was sitting in the

middle of a beautiful garden at Hot Springs State Park in Wyoming. Shannon, who **was** going into

the fifth grade, was **eager** to make plans for the next **day**. Billy, who would be in the **third**

grade, was still thinking about the **bison** herd they had visited that morning.

“They had the **coolest** beards, Dad,” Billy said. “And they **were** enormous. I didn't expect them to **be** so huge.”

“They are certainly very **powerful** beasts. There's no doubt about it,” their **father** replied.

Shannon said she really liked the **bison** calves as well, but she wasn't as **interested** in

bison as her brother. She had **something** else on her mind. She was **afraid** that if she didn't get

everyone **thinking** about tomorrow, her mom and dad **would** come up with something boring to

do on their last day at the **park**. Shannon asked her parents what they **planned** on everyone

doing for the rest of their **time** at the park.

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After thinking about it for a **minute**, Dad suggested that a soak in the **hot** springs' mineral

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water might be nice. Billy and Shannon **gave** each other a familiar look. Billy **immediately** began

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complaining about that plan. Shannon **took** another approach. She explained that while a **soak**

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might be fun for her parents, she and her **brother** would rather do something more active.

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To Billy and Shannon's **delight**, their mom agreed. She said that since they **would** be

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spending a lot of time in the **car** in the next few days, some **physical** activity would be a good

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idea. She **suggested** going to the Dinosaur Museum. There they **could** see partial dinosaur skeletons

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that had **been** found in the park. Even better, a **park** ranger had told Mom that visitors **could**

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actually dig for dinosaur fossils near the **museum**!

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Everyone decided that a trip to the museum **was** the perfect plan, especially since the Mesozoic

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era, when dinosaurs lived, was one of Billy and Shannon's **favorite** school subjects. During this

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time, many **thousands** of years ago, dinosaurs had been **very** common in Wyoming. Conditions

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Daze Scoring Key G5/Progress Monitoring 1

around the **hot** springs were perfect for the dinosaurs' **bones** to fossilize, or turn into rock-like

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material. At the museum, workers would show the **family** where and how to dig for the **best**

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results.

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Shannon thought that sounded way **better** than soaking in a pool, and Billy **was**

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convinced of it, too. He figured that **if** he could find a real dinosaur **bone**, he would be able to

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go **back** to school with the best summer **vacation** report ever. He didn't want to **wait** another

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moment. He was ready to **go** to the museum right away!

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Daze Scoring Key G5/Progress Monitoring 2

Bringing the Mail

When you think about different careers, do you ever imagine what it would be like to be a mail

carrier? I didn't, until I met a man who comes to our house times a week. His

name is Al and he been our mail carrier for the past years.

If you think that going from to house slipping letters into mailboxes like an

easy job, let me Al's work. Our family calls him "the Amazing Al." He under

difficult conditions. The houses in our are a mile or more from another, and the

temperatures are often . We live in a hot, dry, desert area of southern Arizona.

Al an established route from house to in our community, delivering and

collecting . On a typical workday, he begins at in the morning at the Yavapai

County Post Office, miles away. He arranges all the in the order in which he'll

it. Then he makes sure that he plenty of stamps and other materials for

who need them.

Daze Scoring Key G5/Progress Monitoring 2

Because the distances between **houses** in our area are so great, Al **drives** his truck on the

route. To **walk** the route would take several days. He **usually** has a few minutes to stop for a **visit**

at our house. In the hottest **months** of the year, my mother always **has** a tall glass of cool

lemonade **waiting** for him. My sister and I **sometimes** give him cookies we have baked. I like to

talk to him about his job. He **tells** me that he enjoys his work. He **likes** it even when it means

delivering **mail** on blistering hot days or in the **midst** of blinding windstorms.

In addition to **delivering** and collecting mail, Al gives out **change**-of-address cards and

other forms, and **answers** questions about mail service. He also **sells** stamps and money orders.

He even **collects** money for parcels and certified letters that his **customers** send.

Al participates in a community **service** for elderly or ill persons in our **area**, too. Even

if there's no mail to **collect** or deliver, he knocks on doors to **check** on these people, to make sure

they're all right. If they need anything, Al **will** notify someone who can help them. **Last**

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month, he knocked on the door of our **neighbor**. When she didn't answer the door, Al **went** around 50

to the back yard where he **found** her sitting on the ground. She had **fallen** off a ladder while 52

clearing debris from the **gutters** and broken her ankle. Al acted as a **support** as she hopped indoors. 54

He also **made** sure that she got the help she **needed**. 56

When Al is finished with his **route**, he returns to the post office. He **sorts** the mail he has 58

gathered and **deposits** the money he has collected from **selling** stamps or accepting parcels to mail. 60

Another long workday is over. 61

Why to Save

Jeremy finished collecting all the money he could find from various corners of his room. He

sorted out the crumpled bills and **stacks** of assorted change and counted them. **When** he calculated 2

his grand total of **eight** dollars and forty-seven cents, Jeremy **sighed**. Today he was supposed to 4

go to the **bank** with his sister Angelina to open a **savings** account, but he didn't think he had 6

enough money to make the trip worthwhile. 7

As Jeremy **walked** into the kitchen, where Angelina and his **mom** were having 9

breakfast, he was still **frowning**. 10

Angelina noticed he looked glum. "What's **wrong**?" she asked. 11

"I only have about **eight** and a half dollars," said Jeremy, "**so** what's the point of putting 13

that in the **bank**?" 14

Jeremy's mom put down her coffee on the **countertop** and said, "Well, you're supposed to 15

receive your allowance today." 16

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“Yeah,” said Jeremy, “but **if** I put that money in the **bank**, I won't be able to spend it

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when I need it.”

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“Do you ever **have** anything left over from your allowance after **you've** made all your

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necessary purchases?” asked his **mom**.

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“Sometimes I have a little,” said Jeremy, “but **it's** never enough to buy anything good

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with, **so** I usually just buy a pack of **gum** or something.”

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“What would you think about **saving** that money instead?” his mom asked.

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“**Oh**, it's hardly anything,” said Jeremy. “It's **certainly** not worth taking to the bank.”

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Angelina **said**, “You'd be surprised how small change **can** really add up. For example,

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even **if** you only saved a couple of **dollars** a month, over a year that **would** be around 25

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dollars.”

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Jeremy admitted that Angelina had a **point**, but he wondered why he couldn't **just** drop

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the money in a piggybank.

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“**Well**,” said Angelina, “I know I’m extremely **likely** to spend money I keep in my

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room, often on unimportant things I don’t **really** need. Depositing it in the bank **helps**

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me avoid impulse buys. You may **be** better at resisting that than I **am**, but banks are a good

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option for **other** reasons, too.”

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“Like what?” asked Jeremy.

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“**Banks** are insured, which means your money **is** protected there,” said Angelina.

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“You don’t **have** to worry about robberies or accidents.”

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His **mom** said, “Also, you earn interest in a bank, which **means** your investment increases

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annually. If you **put** five dollars in a piggybank and **manage** to keep from spending it, a **year**

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later you’ll still have five dollars. **If** you deposit it in a bank, at the **end** of the year it will

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have **increased** in value. The longer you keep it in the bank, the **more** you’ll have, and you can

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still **make** withdrawals in an emergency if you **need** to.”

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Jeremy was convinced, and agreed to **go** with Angelina to the bank after **finishing**

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breakfast.

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“It's great that you're starting to **save** now,” said his mom. “Even if you **don't** have much

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to invest yet, it's an **important** habit to get into for the **future** .”

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Daze Scoring Key G5/Progress Monitoring 4

Being a Lifeguard

In Caroline's opinion, no one was a better lifeguard than her older brother, Max. She thought he

was a natural for that **position**, constantly prepared to blast his whistle at **unsafe** behavior or jump 2

in to rescue a **swimmer** in trouble. Caroline had always looked up to Max, and **not** just 4

because he was older. Caroline **looked** up to Max because he had **always** possessed a certain air 6

of authority. He had a **way** of seeming to be in charge without **being** a bully. 8

Max had learned lifeguarding **skills** at the local community center. After **passing** a final 10

examination, Max became a **certified** lifeguard. Soon after receiving his certification, he **was** 12

hired to work at the neighborhood **public** pool. Caroline visited her brother one **day** while he was on 14

duty and **brought** him a sandwich that she had **made**. Max entertained Caroline with a silly 16

story about his first day as a **lifeguard**. 18

After chatting with her brother, Caroline **went** swimming with a group of her **friends**. When 20

it was time for Max to **finish** his shift, Caroline saw her brother **descend** the ladder from the 22

Daze Scoring Key G5/Progress Monitoring 4

stand. He **walked** to the pool storage room to **hang** up his whistle and complete his **schedule** card. 25

While Max was in the **storage** room, a gust of wind suddenly **slammed** the door to the room shut. 27

From the **pool**, Caroline could see the doorknob turning, but the **door** didn't budge. After a 29

minute had **passed**, and Max still had not opened the **door**, Caroline realized that her 31

brother might **be** stuck. No one else at the **pool** seemed to notice. Another lifeguard was 33

already perched in the stand, twirling her **whistle** on a string. The swimmers and **sunbathers** 36

seemed to be enjoying themselves. 36

"I **think** Max needs some help," Caroline said to her **friends**. She clambered out of the 38

pool and **went** to the door of the storage **room**. "Max, are you all right?" she **called**. 41

"I think I got locked in **here** when the gust of wind slammed the **door** shut," Max called 43

back. 43

"I'll get you out," Caroline **said** confidently. "I'll find the pool manager and I'll **have** 45

him come and unlock the door.”

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Caroline **walked** rapidly to the pool manager's office. She **explained** the situation to the

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manager.

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“You're Max's **sister**?” the manager asked. Caroline nodded, and he **said**, “Then from

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what Max has told me about you, I **know** I can trust you with this. **Here's** the key.”

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Caroline thanked the manager and **hurried** back to the storage room. When she **managed** to

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unlock the door, Max seemed **very** relieved. “It was hot and humid in **there**,” he told Caroline.

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The two returned the **key** to the pool manager. Caroline went to **say** goodbye to her friends

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and she and Max **walked** home together. Max thanked his sister for **rescuing** him. Caroline smiled to

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herself, pleased with the **knowledge** that, on that day, she had **been** a lifeguard's lifeguard.

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Books for Children

Think back to some of the books you read as a small child. Those books may have seemed easy

to **read**, but that does not mean they **were** easy to write. In fact, writing **books** for children can 3

be harder in **many** ways than writing books for adults. 4

There are a lot of things authors **must** think about when writing a book for **children**. For 7

example, authors must think about the **age** of their audience and determine the **skills** and interests 9

of children at that **age**. What if an author wants to **write** books for infants and toddlers? 11

Children in this **age** range are not really old enough to **understand** long stories. So, baby books 13

often **have** just one brightly colored drawing or **photograph** on each page. Baby books might 15

contain nursery rhymes, silly songs, or lullabies. **Sometimes** baby books have pop-up art, or 17

pages with different textures they can touch and **feel**. The main idea is for these **books** to 20

stimulate the baby's growing mind. 20

Many authors choose to write stories for **children** who are a little older. These **authors** 23

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have to approach the task a **bit** differently. Books for preschool children are **often** called 25

picture books. Family members or **teachers** usually read these books aloud to **children**. The large 27

pictures on each page **help** guide children through the story, which **is** often very simple. In 29

most cases, a **good** artist is as important as a good **writer** in producing picture books. 31

Authors create **books** known as easy readers for children who **are** just starting to read on 33

their **own**. While these books still have a **few** illustrations, the format is more like that 35

found in books for older readers. The **words** might be easier to recognize and the **stories** are 38

broken up into short chapters. 38

Transition books bridge the gap between easy **readers** and chapter books. The stories are 40

longer and are intended for children to **read** on their own. These books are **smaller** in size 43

than easy readers, and **drawings** are limited to one every few **pages**. Authors of books at this level 45

must keep a few things in mind. Their **readers** understand the rules of storytelling, but 47

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they **tend** to lose interest quickly. For this **reason**, stories in transition books must be **lively** 50

and full of action. Also, authors **may** end chapters in the middle of **important** scenes. This tactic 52

encourages young readers to **keep** turning the pages. 53

After reading transition books, children **are** ready to move up to chapter books. These are 54

the **kinds** of books they will read and **enjoy** for the rest of their lives. And **then**, someday, 57

they may get to share their **favorite** children's books with a new generation of **young** readers. 59

Daze Scoring Key G5/Progress Monitoring 6

Ping-Pong

The ping-pong ball bounces once. Then, with a relaxed but controlled **swing**, a paddle strikes it, sending it **soaring** back over the net. It bounces **again**. Another paddle connects with it, and the **ball** is shot forward once more. Eventually, the ball **will** collide with the net, overshoot the **table**, or miss the paddle. The game **being** played is table tennis, also called **ping-pong**, and it is a fun sport for **all** ages.

Ping-pong is played on a **table** that is longer than it is **wide**. The table is divided in half by the **net**, which runs across the table like a **mesh** fence. Players stand on either end of the **table** and hit the ball to each **other**. The ball is small, hollow, and **very** light, and it is hit with **rubber** paddles with short wooden handles. Casual **players** may simply tap the ball gently to their **opponents**. More competitive players slam the ball across with **speed** and topspin to try to make it **hard** to hit back.

Watching a ping-pong **tournament** may make you dizzy, as the **ball** zooms back and forth

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rapidly across the **net** many times during the game. A **game** is divided into a series of **points**, each of which begins with a **serve**. The serving player tosses the ball in the **air** and then hits it so that it **bounces** on the near side of the table, **continues** over the net, and then hits the **opponent's** side. If the ball does not **make** it through all these steps, the **server's** opponent wins the point. The server **is** trying to hit the ball to **make** it difficult to return. If the **serve** is successful, then the returning player's **paddle** must strike the ball before it **bounces** a second time. The returning ball **cannot** touch the returner's side of the table, but **must** sail across the net to hit the **server's** side. If the return is not **successful**, the server wins the point. If it **is** a legal return, the server must **now** return the ball. Play continues until **one** player makes an error, and the **opponent** wins the point.

Since 2001, official **matches** of ping-pong have been won by the **first** player to win eleven points. In these **matches**, players serve twice in a row before **switching**. Before 2001, matches were

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played to twenty-one **points**. In these longer games, the person who **serves** switches every 52

five points. Many recreational **players** prefer to follow the older rules. In **either** version, the 54

winner must win by **two** points. 55

Ping-pong requires quick reflexes and **good** coordination. Since strength does not provide 56

much of an advantage in ping-pong, it **is** a game in which players of **all** ages and 59

sizes can challenge each **other** fairly. All over the world, people **enjoy** ping-pong, 61

concentrating intently on shooting the **ball** over the net, onto the table, and, they **hope**, out of 63

reach. 63

Daze Scoring Key G5/Progress Monitoring 7

A Moment in the History of Tennis

Imagine that you are a famous tennis player. How do you think you would **prepare** for a
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big match, one that **would** be watched by people around the **world**? Perhaps you would prepare
3
by hitting **balls** with a partner. Maybe you would **imagine** yourself in the match hitting every
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ball smoothly. If you were Althea Gibson, you **would** practice on the court every day. **Then**
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you would write a speech to **give** when you accepted the winning trophy, and **choose** a gown to
10
wear at the **winner's** ball.
11
Althea Gibson was the first African American to **win** Wimbledon, a well-known tennis
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tournament **held** in England each year. The year that Gibson **won**, the weather during the match
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was **unusually** hot and muggy. As the temperature **rose** above one hundred degrees, many people
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in the **stands** fainted. However, on the tennis court below, Gibson **didn't** let the heat bother her.
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She **even** claimed that it helped her muscles.
19
Gibson **also** wasn't bothered by the presence of an **important** visitor in the stands, Queen
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Elizabeth of England. **When** the final match was over, Gibson **went** to the trophy table. Queen

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Elizabeth **came** on the court wearing a pink and **white** silk suit, pearls, and gloves. The **queen**

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spoke to Gibson and congratulated her, and **then** handed Gibson the trophy. Gibson knew that it

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was an honor to receive the trophy from the **queen**. Very few winners had received trophies from

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queens in the past and Gibson was the **first** player to be honored by Queen Elizabeth.

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When Gibson arrived at the ball that **night**, people walking past stopped to cheer for her as

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she **got** out of her car. More people **cheered** as she walked inside and sat at the **head** table.

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In her speech, Gibson thanked the **people** who had supported her over the **years**. She said, "This is

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the hour I **will** remember always as the crowning conclusion to a **long** and wonderful journey."

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Later, Gibson returned to her **home** in New York City. When she stepped from the **plane**

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onto a red carpet, the crowd of **people** who had come to greet her **went** wild with excitement.

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Later, she arrived at her **childhood** home. Her neighbors came out of their **apartments** to welcome

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her. They felt proud to **have** known this world-famous athlete when she **was** younger.

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The next day, a parade was **held** in Gibson's honor. People lined the **streets** of Broadway

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just to see and **cheer** for the famous athlete. They watched **bands** and color guards from the

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Army, Air Force, and Coast Guard. Gibson, who **rode** in an open car, waved and **blew** kisses to

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her fans. "It's amazing," she **said** over and over. The people lining the **sidewalks** probably

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thought, "What an amazing athlete."

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Daze Scoring Key G5/Progress Monitoring 8

Great Salt Lake State Park

Can you imagine swimming in a lake and floating on the water without any effort? That's exactly

what happens to many **people** who visit Great Salt Lake State Park. Great Salt Lake, which is

located in Utah, is the largest body of **water** between the Great Lakes and the Pacific Ocean. The

lake is actually an inland saltwater sea, and it **is** even saltier than an ocean. It is the **salt**

in the water that keeps swimmers **a float**.

Many different factors contribute to the **salinity** of the lake. Salt dissolves easily in **water**.

The land around Great Salt Lake has rocks that **contain** this mineral. Rain and melting snow **cause**

the salt to be released from the **rocks**. The water then carries the salt into **streams** and rivers, which

flow into Great Salt Lake.

Salt and other minerals are carried away from **most** lakes by rivers and streams. But

when salt goes into Great Salt Lake, it stays **there** because no streams or rivers drain **its**

waters. Of course, water evaporates from the **lake**, but fresh water does not replace it.

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The **size** of Great Salt Lake varies. During dry spells, the **lake** gets smaller and saltier.

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When there **is** a lot of rain, it gets **larger** and the salt is less concentrated.

23

Great Salt Lake State Park **is** located about sixteen miles west of the **state** capital, Salt

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Lake City. Many visitors flock to the **park** to enjoy water sports. Sailing, motor **boating**, and

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kayaking are popular. Sailors enjoy **being** able to sail for miles across the **surface** of the large

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lake, while kayakers **enjoy** exploring the miles of shoreline. People in **motorboats** may explore the

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lake to discover **sparkling** beaches or stop in the middle of the lake for a **swim**.

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People who enjoy these water sports **must** keep an eye on the weather. **Because** the

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water in the lake is **very** shallow, winds sometimes cause the water to **become** rough. The salty

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water of the lake **can** also damage the motors of motorboats. This **damage** can be avoided if

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people remember to **rinse** the salt from their boats with **fresh** water.

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Other visitors come to hike and **enjoy** the park's wildlife. Great Salt Lake State Park is

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known as a **great** place for bird watching. In fact, **more** than two hundred species of birds 44

can be seen in the park throughout the **year**. People also love to watch the **magnificent** purple 47

and gold clouds often appear at **sunset**. 48

Great Salt Lake has fascinated people for centuries. **Some** early explorers were convinced that 49

the lake **was** part of the Pacific Ocean. Others looked for a **river** that connected the lake to the 51

ocean. Some settlers even told stories about a **monster** with a huge head that lived in the lake! 53

This **extraordinary** body of water continues to inspire **mystery** and wonder today. 55

Daze Scoring Key G5/Progress Monitoring 9

Trace Lake State Park

Next Saturday, everyone in my scout troop will be meeting at Trace Lake State Park at noon for

food and fun with our families. I'm really excited because this weekend **is** one of my favorite 1

events of the **whole** year. There are tons of fun **activities** at the park like soccer, face **painting**, 4

hikes, nature walks, and even a **fishing** contest. Both parents and children can **come** and enjoy the 6

beautiful park. The **lake** even has boats to rent for **all** types of water sports. 8

My favorite **part** about the lake, though, is the **fishing**. The park also has fishing boats 10

and fishing **equipment**. There are plenty of launch ramps. I **don't** need a license to fish 12

because I'm under **sixteen** years old, but my dad had to **get** one so he can fish, too. 14

After a **long** day of fishing and fun, my **family** spends the night in one of the 16

ten air-conditioned cabins at the lake. The **cabins** hold as many as twelve people. We **always** 19

share a cabin with my friend Zev's **family**. The cabins have everything you need: **towels**, linens, and 21

basic cooking supplies, including an **outdoor** grill. We just relax and make **dinner** while enjoying 23

the view of the **lake** from the back porch.

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The next **day**, my dad always organizes a group **picnic** with the other scout families. There

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are more than twenty picnic sites in the **state** park, but we always go to my **favorite**

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spot on the south side of the **lake**. I think it has the best **view**. Plus, it has a picnic pavilion with

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lots of tables and a grill. Using the **area** requires an advance reservation, which my **dad**

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always makes months ahead of time.

34

Another

great part about Trace Lake State Park is its twenty-five **miles** of trails. My mom

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encourages my **sister** and I to do a lot of **hiking**. Even though hiking isn't my favorite

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activity, I don't mind. The trails wander through **dense** hardwood forests and dank swamps. From

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all my years of scouting, I know the **names** of most of the wildlife and **vegetation** common

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to the area. Because the **trails** go into remote areas, I always **make** sure an adult comes with me

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and my **friends** when I hike.

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An important scouting **principle** is to remember to be courteous and **exercise** safety while

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hiking. It is always **better** to hike with a group of **friends** and carry a cell phone and **flashlight** to

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use in case of an **emergency**. When we hike at the park, we **always** pace ourselves so that we can

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finish the hike before it is dark outside. We **are** also extra careful not to bother the **animals** or

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vegetation. If we take food, we **always** remember to carry all garbage back to the **cabin** for

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appropriate disposal.

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Daze Scoring Key G5/Progress Monitoring 10

Coach Jenny

Some things don't turn out the way you would expect. My first day as a swim **coach** is a good

example of this. I **learned** a big lesson that day, which **is** that I have a lot to **learn**,

especially when it comes to coaching **kids**.

For several years, I swam with **teams** guided by coaches. The coach I **most** admired was Jan

MacDonald. I admired her for her **kindness**, her enthusiasm and her wisdom. I **especially** loved her

ability to inspire me to **achieve** more than I could've ever done on my **own**. I wanted to be

like her, which **naturally** led to my wanting to be a **swim** coach.

Coach Mac said that her job **was** to create the right conditions for **learning** and to keep

her athletes motivated. As I **watched** her coach, I began to see **all** of her various roles. Coach Mac

was a **teacher**, friend, mentor, demonstrator, advisor, supporter, cheerleader, **counselor**, and

organizer.

When I became a **teenager**, Coach Mac let me help her coach **children** during the summers. I

Daze Scoring Key G5/Progress Monitoring 10

was "Coach Jenny" to the **girls** and boys. This made me feel **proud** and humble at the same time. 23

During these **practices**, Coach Mac would point out to me **how** important it is to 25

communicate well with **swimmers** of all ages. "Never talk down to a **swimmer**, regardless of his or 27

her age," she **told** me. Coach Mac was an expert at **maintaining** authority without seeming 29

bossy. All the **swimmers** respected her. 30

One day Coach Mac needed me to **lead** the kids' workout because she'd caught the 31

flu. In a weak voice, she dictated the **morning's** workout to me over the phone. She **told** me, 34

before hanging up, that she had **absolute** confidence in my skills and that I'd **do** a fine job. 36

Well, in spite of Coach Mac's **confidence**, I didn't do such a great **job**. One of the boys 38

stubbed his **toe** and cried so loudly that it **frightened** some of the other swimmers. Then, 40

when it was time to begin the **workout**, the swimmers scattered like marbles around the 42

pool deck. I finally had to blow my **whistle** loudly to get them to pay **attention**. 45

Daze Scoring Key G5/Progress Monitoring 10

After that, I asked them to **practice** kicking in the water. Several of them **protested** and

refused, something they never did **when** Coach Mac was leading the workout. And for the **final**

insult, just when the kids were **actually** doing what I asked of them, it **began** to rain. I had to hustle

everyone out of the pool.

I was **so** exhausted after this that I had to **go** home and take a nap. Obviously, it

takes time to become a good swim **coach**, or even a passable one. I **already** had a lot of respect

for Coach Mac, but after this **experience**, I have even more.

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Park Rangers

The National Park System was founded to make sure that the most beautiful land in the U.S.

would be preserved for the use of park visitors. The government created parks open to the **public** on 1

land with mountain ranges, wild **rivers**, forests, and other natural features. However, this **was** only 3

the first step in making a **park** system. 4

The park workers built roads and **trails** so that people could easily travel through the **wild** 6

land. They needed to make sure that the **animals** as well as the vegetation living within the **parks** 8

were protected. One way to do this **was** by teaching visitors about the land and the **creatures** that 10

lived there. Park rangers were **hired** to do this job. Rangers are **women** and men who work in the 12

National Parks, **far** away from towns and cities. Many **live** in or near the park where they 14

work to avoid a lengthy commute. 15

Rangers **dress** in uniforms to help visitors find them. **Helping** people learn more about the 17

National Parks **is** one of the rangers' primary duties. **Rangers** also police and protect the parks. 19

Daze Scoring Key G5/Progress Monitoring 11

They **enforce** the speed limits on the roads that **go** through the parks and assign camping 21

spots to visitors who want to stay the **night**. They even make certain that the **visitors** know 24

how to control their campfires. **If** a forest fire does start, park **rangers** help keep the fire 26

from getting **bigger**. If a person is sick or **injured** in the park, rangers perform first **aid**. 29

Park rangers love the land where they **work**. Many of them studied wildlife biology in 30

college. This helps them teach visitors about the **park's** plants and animals. Rangers lead nature 32

walks around many parks. They tell visitors the **names** of plants, fungi, and animals that they 34

find along the trail. 35

Visitors can learn about the **park's** history from park rangers. The rangers **often** share 37

stories about people who lived **there** many years ago. Rangers may also **be** able to show 39

visitors ancient dwellings, **tools**, or pottery. 40

Many visitors' centers have **exhibits** that tell people about the natural **features** that are found 42

Daze Scoring Key G5/Progress Monitoring 11

in the park. These **centers** often show photos of the plants and **animals** that live there. Most people 44

go to the **visitors'** center when they first arrive at the **park**. The rangers are in charge of 46

these **centers**. 47

Park rangers do their best to **help** visitors enjoy the land that was **preserved** for them. They 49

believe that they **must** teach the visitors how delicate the **parks** are. Their goal is to help 51

people see how the many pieces of the National Parks **all** fit together. This helps visitors feel 53

a **greater** sense of responsibility when enjoying these **fragile** areas. 55

Daze Scoring Key G5/Progress Monitoring 12

Old Mill State Park

Over a hundred years ago, the Larson family settled in what is now the state of Minnesota.

Braving the sometimes harsh weather, they **built** a home and farmed the land. After **some** time had passed, they realized that they **needed** a mill where they could grind **wheat** into flour. They built a flour **mill** near a river. The flowing water **provided** power for the mill. Later, a **flood** destroyed the Larsons' flour mill, and they **were** forced to build another one. This **mill** was powered by the wind. Even **later**, the family built a mill powered by **steam**.

Today, visitors to Old Mill State Park can see the **same** steam-powered mill that the Larson **family** used so many years ago. In **fact**, staff members at the park fire up the **steam** engine once a year so people **can** watch the mill in operation. This **feature** attracts many people, especially those who **are** interested in how people lived long **ago**. These visitors usually want to see the **nearby** log cabin as well.

People who **love** nature also enjoy visiting Old Mill State Park. Many **visitors** try to arrange

Daze Scoring Key G5/Progress Monitoring 12

their travels to **be** at the park between Memorial Day and Labor Day. This **is** when
special programs on topics about **nature** are offered. They learn about the **trees** and plants that
grow in the **park** as well as how to protect the **environment**. These visitors keep a lookout for
animals. They know that they may see **large** animals, such as moose and deer, and **smaller**
species, such as beavers, raccoons, and **jackrabbits**. During the spring and summer, these **visitors**
enjoy the splash of color that the **wildflowers** provide along the hiking trails.
Old Mill State Park **is** popular with people who love bird-**watching**, too. Over one
hundred species of **birds** live in the park. Birders especially **enjoy** seeing red-tailed hawks,
owls, and **eagles**. During the spring and fall, they **can** see migrating species, such as warblers
and **finches**.
Old Mill State Park is also a place where **people** bring their families for fun. Children
splash in the cool water of the **lake** and tramp across the swinging bridge. **Meanwhile**, their

Daze Scoring Key G5/Progress Monitoring 12

parents fix delicious picnic lunches in the **shade** of the tall trees. In the **summer** months, they hike 47
on mountain trails and **paddle** canoes in the lake. In the **winter** months, they ski on the many 49
cross-country trails that the park offers. 50

Many of the visitors to Old Mill State Park come to the **park** just to relax. These visitors 52
often **stop** by the Middle River. They may decide to **take** a hike along the river, or a **dip** in 55
the nearby swimming area. However, they **may** be content to just sit nearby and **listen** to the 57
calming sound of the **water** rushing over the spillway. 58

Faster Than Sound

Have you ever heard a loud “boom” sound as an airplane flies overhead? What you heard was

the sound of the **plane** breaking the sound barrier. A sonic **boom** is an explosive sound made when

an **airplane** travels faster than the speed of **sound**. How does this work and what **does** a pilot

named Chuck Yeager have to **do** with the sound barrier?

First, let's **return** to the airplane in the sky. As the **plane** moves through the air, it pushes

air molecules out of the way. This **microscopic** process creates waves, which consist of

compressed and uncompressed air. They spread out from the **plane** in all directions. This

process is **similar** to the ripples that you make **when** you toss a pebble in a **pond**.

Imagine the airplane getting faster and **faster**, until it surpasses the speed of **sound**. At

this point, the air pressure **waves** build up in front of the plane and **compress**, or squeeze together, to

form shock **waves**. The process is easier to understand **if** you picture the waves that build up

at the **front** of a fast-moving boat.

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Daze Scoring Key G5/Progress Monitoring 13

The **shock** waves move away from the plane, toward the **ground**. You hear the boom

because of a **change** in pressure when the shock wave **reaches** your eardrums. The larger the aircraft

is, the louder and stronger the shock **waves** are.

What does Chuck Yeager have to **do** with this? Chuck was the first **person** to fly faster

than the speed of **sound**. He was trained as a fighter **pilot** and later became a test pilot. He

was selected for the flight because of his **superb** flying skills, his calmness under pressure, and

his **ability** to recognize and handle aircraft problems during **flight**.

The plane in which he broke the sound **barrier** was designed for maximum speed and had a

rocket engine. Because of its limited fuel, it **was** carried to a flying altitude in the **belly** of

another aircraft and dropped into the **sky**.

Years later Chuck trained U.S. military **astronaut** candidates. He remained the top test

pilot for the military for many years, **flying** more than three hundred new types

Daze Scoring Key G5/Progress Monitoring 13

of **aircraft**. He had some close calls, including **losing** control of one airplane that spun, **tumbled**, 47
and flipped for fifty seconds before Chuck **could** land it safely. On another flight, he **bailed** out of a 49
plane and was **injured** when the plane exploded. 50
Chuck is **one** of the most decorated pilots of **all** time. He has received the two **highest** 53
honors that can be given to **any** person in the United States: the Congressional Medal of Honor and 54
the Presidential Medal of Freedom. **Fifty** years after he made his historic **flight**, Chuck made 56
his last flight as a **consulting** test pilot. He flew an F-15 **fighter**, and, yes, he broke the 58
sound **barrier**. 59

John Hancock

Have you ever practiced signing your name in different ways? Some people say that when you

write your name, you are signing your John Hancock. The **real** John Hancock lived many years ago 2

during the **colonial** period and he was the first **person** to sign the United States Declaration of 4

Independence. This **was** the document that declared the independence of the **thirteen** American 6

colonies from Britain's rule. Today, **people** know of John Hancock because of this **signature**, but he 8

was also very important in the **early** years of the United States. 9

When John Hancock **was** a boy, his mother sent him to **live** with his wealthy uncle in 11

Boston. John's **uncle** sent him to college and taught him to **be** a merchant. When John was 13

old **enough** to work, he became a clerk for his **uncle**. He soon inherited his uncle's business and 15

later went into politics. 16

The Declaration of Independence was the **colonists'** way of telling the King of England that 17

they **were** ready to rule themselves. The colonists **did** not feel that the King's rules **were** 20

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fair. For example, the Stamp Act and the Sugar Act **placed** high taxes on basic supplies that **people** 22

used every day. The Stamp Act made people **pay** a fee for all public and **legal** documents. The 24

Sugar Act made people pay an **extra** fee for sugar. The colonists had **not** voted for these 26

taxes. They had not **elected** the leaders who did. Because they had to **live** with these rules, they 28

believed that the British **did** not consider their needs. 29

The leaders of the **colonies** met at the Second Continental Congress and decided to **break** 31

away from England's rule. Their meeting **lasted** for months. When it was over, the Declaration of 32

Independence had **been** written. While the meeting was going on, the **first** battles in the 34

American Revolution began. Hancock's **name** stands out on the Declaration of Independence 35

because he **wrote** big, bold letters. Some people joke that he **did** this because he wanted the King of 37

England to **be** able to read it from across the **sea** without his reading glasses. 39

Today, John Hancock **is** known as a man who played an **important** role in the 41

Daze Scoring Key G5/Progress Monitoring 14

founding of his **nation**. As president of the Second Continental Congress, he **appointed** George

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Washington to be the commander in **chief** of the colonial army. Several years **later** he became

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governor of Massachusetts. He **led** his state in its support of the United States Constitution. He

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later worked to establish a navy for the **new** nation.

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You might not be surprised **if** you saw the large letters that John Hancock **used**

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when he signed the Declaration of Independence. They **reflect** the boldness of a man who **was**

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a valuable leader for his nation.

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Using a Special Gift

Born in American Fork, Utah, was a girl with a special gift. Even when she was young, people

noticed that this redheaded child was very **special**. She could express her ideas well, and **people**

listened when she spoke. It was **no** surprise to many people in her **hometown** when Reva Beck

Bosone became the **first** woman ever elected as a judge in the **state**. By the time she had

become the **first** woman from Utah elected to Congress, **most** people around the state had

heard about her **skills** as a speaker. In fact, many of them **went** to great lengths just to hear

her **speeches**.

When Reva was young, she thought about **becoming** an actor. She thought that a **career** in

theater would be a way that she **could** use her special talent. However, after **giving** this idea

some thought, she decided to **become** a teacher instead. After she finished **college**, she taught high

school for several **years** before starting law school.

As a **lawyer**, Reva devoted her life to helping **people**. In fact, she once said, "If

Daze Scoring Key G5/Progress Monitoring 15

you **want** to serve the people, go where the **laws** are made.” She began her career in 23

law when she opened a law office with her **husband**. A year later, she won a **highly** publicized 26

case and decided to run for a **seat** in the state legislature. At that **time**, she was the mother of a 28

young child. Because she wanted to meet **people** in person, she walked through neighborhoods 30

knocking on doors. She had to carry her **daughter** with her. Many people who welcomed her 32

enjoyed hearing about the changes she hoped to **bring** about for Utah. They also enjoyed 34

meeting and playing with her daughter. 35

Reva **won** the election and served for four **years**. In this position, and later when she 37

became a judge, she had to learn to **fight** for her views. She supported efforts to **establish** 40

programs that would help people in **need**. She also worked to help women **win** more public 42

offices. Many people were against her **ideas**. Some of these opponents believed that, **because** 44

she was a woman, she would **back** down under pressure. However, instead of **giving** in to her foes, 46

Daze Scoring Key G5/Progress Monitoring 15

she insisted that her **views** be considered. This fighting spirit helped her **win** her seat in the United

States House of Representatives.

Reva **was** elected to Congress and she served **two** terms. During her time there, she

became the first woman to serve on the Interior Committee. Her **skillful** ability to express her ideas

continued to **help** her make a difference in people's **lives**. When her term in Congress ended,

she **went** to work for the U.S. Postal Service, where she **again** made history by becoming the

highest-**ranking** woman in her department.

Cy Young

A lot has changed since the first baseball game between rival teams was played. That first game

took place almost **two** hundred years ago! At a baseball **field** in New Jersey, two New York 2

City teams faced **one** another. The New York Nine defeated the New York Knicks by the 3

one-**sided** score of twenty-three to one. That **first** game might not have been much of a 5

contest. Over the next fifty years, this **new** sport grew into the game many **people** think of as 8

America's pastime. 8

There **are** many important firsts in baseball history. **Here** are some important ones. In 10

the **mid** eighteenth hundreds, it was first decided that **all** baseball games were to last nine 12

innings. Prior to this rule, the first **team** to reach twenty-one runs was the **winner**. Imagine how 15

long those games must **have** been! Years later, umpires were first **instructed** to call pitches sailing 17

out of the **strike** zone as "balls." Nine years after that, a **batter** hit the first bunt. This new **type** of 20

hit gave both pitchers and **infielders** something else to watch for. Then, in 1867, a **baseball** player 22

shocked the baseball world by **throwing** the first recorded curveball. Now the **batters** had something

new to anticipate.

Baseball's **first** superstar was Cy Young, a pitcher and **winner** of the first World Series. The

Ohio **native** won five hundred and eleven games as a **professional** baseball player. That's more

than any **pitcher** in history, by almost one hundred **games**! Years later he was the first **modern**

pitcher to pitch a perfect game, **something** only fourteen pitchers have done since. **Once** he went

twenty-four innings without **giving** up a hit. No other pitcher in the **history** of the game has

come close to this **mark**.

Cy Young set the standard for Major League **pitchers**, and now the greatest pitching honor

bears his name. The Cy Young Award is an **award** that goes to the best pitcher **every** year.

This award is different from the Most Valuable Player, or MVP, **award**. The MVP award is given to

baseball's most valuable player overall.

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People have **always** disagreed about which player is most **valuable**. Baseball, like many
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other sports, has **two** sides, offense and defense. The offense **side** scores points. The defense
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side tries to **prevent** the offense from scoring points. So which **players** are more important? Is it the
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players who **score** the points or the players who **keep** the other teams from scoring?
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Baseball **fans** like seeing home runs and stolen **bases**. As a result, the MVP award
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was most often given to players who **were** great hitters. After a while, though, the
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rule-makers decided that pitchers were being **unfairly** overlooked in the voting. They created an
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award that would go only to the **best** pitcher every year. It is fitting that the award **was**
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named for Cy Young, the best pitcher in **baseball** history.
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The Secrets of a Lion's Roar

In the darkness, a lion sniffs the night air. It purses its lips, thrusts out **its** chin, and roars. The

deafening noise **can** be heard by humans from up to **five** miles away. The sound probably sends

shivers up their spines! However, the lion **is** not roaring for them. Who is the **lion**

roaring to, and what is its **message**? Researchers are working to unlock the **secrets** of the lion's roar.

Lions live in **prides**, or groups, that usually consist of **three** to ten adult females, their

offspring, and **two** or three adult males. However, the **pride** members do not always stay near

each other. They often scatter throughout their **home** territory, which can stretch for several

miles. The lions may split up into **smaller** groups for days or weeks at a **time**, and some may even

spend periods in **solitude**.

The roaring lion is most likely **just** checking in with its pride members, as **though**

it were saying, "Here I am, **everything** is okay!" In addition, the roar **serves** as a warning to lions

from **neighboring** prides. Each pride keeps to its **own** territory, so the lions roar to **tell**

strangers to keep their distance.

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Pride **members** roar to one another at night **when** the air is still. For female **lions**,

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hearing the roar of one of their **male** pride mates assures them that all **is** well. In contrast, the

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roar of a **male** stranger causes them either to snarl in **response** or to gather up their cubs and

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run away. Upon hearing the roar of a **female** stranger, females often confidently prepare to

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chase the stranger off.

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Using recordings of the **roars** of female lions, researchers have discovered that **female**

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lions can tell how many strangers **are** roaring and whether they outnumber them. **When** a single

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female heard the recording of a **single** female stranger, she almost never approached the **speaker**.

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She did not want to face the **stranger** alone. When a pair of females **heard** the same recording,

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they approached the **speaker** about half the time. When a **group** of three females heard it, they

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approached the speaker nearly every time. They **were** confident that the three of

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Daze Scoring Key G5/Progress Monitoring 17

them **could** chase away the lone lion. When a **pair** of females heard a recording of a pair of **female** strangers, they reacted the same way the **single** lion did to the single roar. The **lions** were judging whether they outnumbered the **roaring** strangers.

Through this experiment and others **similar** to it, researchers have proven that **lions** can determine whether a roar comes from a **male** or female and whether the roaring **lion** is a friend or a stranger. They **can** also determine whether they outnumber a **group** of roaring lions.

However, researchers still **have** much to learn about these fierce and **fascinating** felines.

Daze Scoring Key G5/Progress Monitoring 18

John Grisham

More than twenty years ago, John Grisham decided that he would like to write a novel. He

wanted to base it on his **experiences** as a lawyer in the southern United States. **However**, before he
could begin writing, he had to **resolve** an important dilemma. How could he **write** a book and also
continue working to **support** his family? He finally decided that he **would** write for two hours each
morning, before his **work** in the courtroom started. After three **years**, Grisham finally finished his
first book.

When Grisham decided to publish the book, he **again** faced a problem. No one seemed to
want to publish a book written by an **unknown** writer. In fact, twenty-nine publishers **turned**
him down before he finally found **one** that would accept his story. This **publisher** was a small
company without a **large** sales force. Because Grisham wanted people to **read** his book, he went
to bookstores **himself** and asked the owners to buy his **book**. Many owners turned him away,
but **others** were very helpful. Today, Grisham is **one** of the most well-known authors in

the **nation**, and he still remembers these people. **Whenever** he publishes a new book, he **has**

book signings at their stores.

Grisham **began** work on a second novel the **day** after he finished his first book. His

second book, "The Firm," brought him better luck. It **became** the bestselling novel of the year. It

was even made into a movie. The **money** he made from the sale of his **book** allowed him to

quit his law **practice** and become a full-time writer. Since **then**, he has written one book a

year and has been called the bestselling **writer** of the nineties.

When Grisham was a **boy**, his mother believed that children should **spend** their time

playing and reading rather **than** watching television. As a result, the **family** did not own a

television, and Grisham **learned** to love reading. One of his **high** school English teachers also

encouraged this **interest**. In her classes, Grisham learned about **literature** and especially enjoyed

reading the works of American **writers**.

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Even though he loved to read as a **child**, Grisham didn't dream of becoming a **writer** 46

when he grew up. Instead, he **dreamed** of becoming a baseball player. When he **was** in his 48

twenties, he realized he **didn't** have the talent to play baseball as a **professional**. Yet it wasn't 50

until he had **completed** law school that he decided to **try** his hand at writing. Today, when 52

Grisham **speaks** to young people, he advises them **not** to decide on a career too **early**. 55

When Grisham is not writing novels, he **likes** to help other people. He has **traveled** with a 57

church group to help **people** in South America. He also does work for the Little League. In **fact**, 59

some Little League players have their games on the **six** baseball fields that Grisham built on 60

his **property**. 61

Step by Step

Curious, Ari examined the device, which resembled a stopwatch. His teacher, Ms. Jefferson, had

just **distributed** them to the whole class and **called** them “pedometers.” Ari had heard of them 2

before, but **never** seen one. He knew it must **be** related to Fitness Month. They had **been** 5

talking about the importance of getting **enough** exercise. Ari looked up to see Ms. Jefferson 6

writing something on the whiteboard. It said, “Walk to California.” 7

“**We're** going to start a class project in **connection** with Fitness Month,” Ms. Jefferson 9

said. “For the **rest** of the year, your assignment is to **wear** these pedometers wherever you go. 11

They'll **count** how many steps you take, and **can** convert that into distance traveled. Every 13

day, we'll calculate how far we traveled as a **class**, and each week we'll mark that **distance** on the 16

map. The goal is to **see** how long it takes us, working as a **group**, to get from here in 18

Connecticut to California.” 18

Ari **was** interested. He wondered how far he **walked** in a day. He doubted it **was** very 21

Daze Scoring Key G5/Progress Monitoring 19

far. He thought, "I bet **all** together we don't walk more than a **few** miles a day. How could we 23

possibly get all the way to California by the **end** of the year?" 25

Ms. Jefferson showed them **how** to attach and work their pedometers. **Then** they 27

were divided into groups, each with a **yardstick**, and sent outside to measure their **stride** length, or 29

how far they went in a **single** step. Ari's group decided to have **each** person walk a distance of fifty 31

feet and count how many steps it **took**. Then Ms. Jefferson showed them how to **enter** their 34

stride lengths into the pedometer. **Now** it would be able to tell them **how** far they traveled. 36

In the following **days**, Ari and his classmates reported every **morning** how far they had 38

walked since the **previous** day. Ari was amazed at how **far** they walked. He had found that he 40

averaged over a mile a day just by **himself**, and that with a little effort he **could** walk over two. 43

Together, the class **was** walking over fifty miles every day. Ari **marveled** to see the line on the 45

map inch slowly toward California. As the **students** started getting used to walking more, 47

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the **daily** totals began to increase. Ari was **going** for walks with his dad around the **block** 50

every evening, and he often went for **long** walks in the afternoon as well. He **felt** great. 52

Finally, about a month and a **half** after the great walk had begun, Ms. Jefferson **put** a 54

dot just over the border into California. Their **journey** was complete. Ari and his classmates **all** 56

celebrated what they had achieved, beginning with **just** a few steps. 57

The Electrician

It was sharing time at school. During sharing time, the teacher would **write** a question on the chalkboard, and the **class** would then talk about possible answers. The **question** for the day was, “Who are the **people** in our community that we depend on **most** for support?”

Ms. Martinez turned to her **class** of fourth-grade students and said, “**Think** of someone who does a job that you **cannot** do yourself. Then explain what that **person** does and the importance of his or her **work**. Who will volunteer to answer first?”

Maria had her **hand** up in a flash. “My step-**dad** is the master electrician for our **school** district,” she said. “He takes care of **problems** with electricity in all our schools and in the **district** offices. We couldn't get by without the **help** we get from electricians like him.”

Then Maria explained how electricians help others. “They **connect** and repair electrical wires so electricity **can** make things work in our schools and **homes**. Of course, we need electricity for **lights**, but we need it for appliances and **other** things, too. We need it for the **ovens** in the

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lunch room, and the **people** in the office use electricity to **ring** the bells and to speak over the

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public address system. At home, electricity lets us **talk** on the phone, use the washing

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machine, and listen to music on the **stereo**. Working with electricity can be dangerous, **so**

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electricians must have a lot of **special** training.”

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Ms. Martinez encouraged others to **join** the discussion. Everyone shared ways electricians

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had **helped** them at home or at school. **One** student recalled a problem that arose **when** the

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school got new computers. Everyone **was** excited about using them, but there **weren't** enough

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outlets to plug in all the **computers**. Electricians ran new wires into the **computer** room. They

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installed an outlet for **each** computer. Soon students were busy making **good** use of all the

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new computers.

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Another student recalled a time when the **air** conditioner at his home quit working.

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An **electrician** found that there was not enough **power** for the air conditioner to work **properly**.

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She installed new wiring and a **bigger** circuit breaker, and then she double-**checked** all her work.

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Electricians have to **be** very careful. If there is even **one** small mistake, the wires might get

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too hot and start a fire.

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As **sharing** time came to an end, the **whole** class agreed that a community needs the

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help of electricians. These workers make sure that **people** have safe and effective ways of

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using electricity. Maria felt proud of her **step**-dad, and was glad Ms. Martinez had **brought** up

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the topic. “Teachers are pretty **important**, too,” she thought.

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