

CORE Reading Maze Comprehension Test

SKILL ASSESSED

Reading
Comprehension

Grade Level

2–10

Language

English

Grouping

Individual/Group

Approximate Testing Time

3 Minutes

Materials

- a copy of the appropriate passage
- a stopwatch
- pencils

Author

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► **WHAT** A maze reading assessment is a task that measures how well students understand text they read silently. The maze task differs from traditional comprehension in that it is based completely on the text. After the first sentence, every seventh word in the passage is replaced with the correct word and two distracters. Students choose the word from among the three choices that fits best with the rest of the passage.

► **WHY** Capable readers understand the syntax of what they read and the meanings of the words as they are used in the text. Some students with reading difficulties can't comprehend what they read well enough to choose words based on semantic and syntactic accuracy. A maze reading assessment can identify these students and measure changes in their reading behaviors as the result of instruction or practice.

► **HOW** Students read one passage that has been modified in a specific way. The first sentence of the passage is left intact to provide a meaningful start to the reading. For the rest of the passage, every seventh word is replaced with parentheses in which are found the correct word from the passage and two distracters arranged randomly. The student circles one word within the parentheses that makes sense with the rest of the passage.

Neither of the distracters maintains the meaning of the passage. One is a near distracter that is the same part of speech or otherwise resembles the correct word. The other is a far distracter that is chosen randomly from a pool of words that are comparable to the words in the passage.

The length of the passages varies from around 150 to 400 words; the passage is chosen depending on the grade placement or reading

ability of the student. The student has three minutes to complete the task (reading the passage). The student's score is the number of correct words circled in three minutes. The grade levels and titles of the passages are shown below. For each grade, two equivalent passages (A and B) are provided; these may be used for pre- / post-testing and/or progress monitoring. Passages are provided starting on page 158.

A Teaching Passage is also provided (on page 156) to use with students who may not understand the task initially; you may use that passage (and that passage only) to teach the task if necessary.

Administration instructions to be used with the teaching passage are on page 155.

List of Passages at each Grade Level		
Grade	A	B
2	A City Walk	Rabbits in the Garden
3	Their First Train Ride	The Fish Kite
4	Playing the Game	The Best Picture
5	The Big Move	A Great Day
6	Not So Boring	The Morning News
7	The People at the Top of the Hill	The Islanders
8	Basketball Saturday	The Perfect Trip
9	A Circle of Friends	A Strange Place to Practice
10	Their First Century	College Girl

Give each student a copy of the appropriate maze passage. Be sure each student has a pencil. Have the students write their names and the date on the page. Ask the students to put the passage face-down on the desk. Read the directions below to the students.

Say: For this activity, you will read a special kind of story. Some of the words in the story have been replaced with a group of three words. You are to decide which word in each group fits best in the story. You will circle the word you think is best.

Be sure the students understand the task. (You may restate the directions, if necessary).

Say: When I tell you to begin, read the story to yourself. When you come to each group of three words, circle the word that fits best with the rest of the story. Work quickly, but not so fast that you make mistakes. Think about the word in each group that is correct. Circle this word and continue working. If you see the words GO ON at the bottom of a page, go on to the next page.

You will have three minutes. After three minutes, I will say "Stop working." If you finish before the three minutes are up, you can check your work. Do you have any questions? (Answer any questions the students have.) Turn your papers over. You may begin.

Start timing and allow three minutes. Check the students as they work to be sure the students understand the task, but do not help them choose any answers. For passages that are more than one page long, remind the students to go on to the next page when they see the words "GO ON".

When three minutes have elapsed, say: *Stop working now. Thank you for completing the activity.*

Collect the completed maze assessments.

Compare the student's responses to the answer key (provided on pages 176-180) for the passage. Count any correct answer that is circled, underlined, or otherwise indicated. Put a check beside each correct response and a line through each incorrect response. Record the number of correct responses and number of errors on the corresponding lines at the bottom of the page.

For ninth and tenth grade students, use eighth grade scoring.

An example of a scored passage is provided on page 157.

Scoring the Maze Reading Assessment

Grade	Performance	Fall	Winter	Spring
2	Benchmark	4	10	13
	Strategic	2	6	9
	Intensive	1	3	5
3	Benchmark	11	13	15
	Strategic	8	9	10
	Intensive	5	6	7
4	Benchmark	13	16	19
	Strategic	10	12	14
	Intensive	5	8	9
5	Benchmark	15	17	20
	Strategic	12	15	18
	Intensive	8	10	12
6	Benchmark	16	18	21
	Strategic	10	13	14
	Intensive	7	9	10
7	Benchmark	17	19	22
	Strategic	13	14	15
	Intensive	9	10	12
8	Benchmark	18	20	22
	Strategic	14	15	17
	Intensive	10	11	13

▶ WHAT IT MEANS The results of the maze assessment are reported as the number of correct replacements. This measure is consistent across assessment passages and grades, so a student's understanding of the text can be compared to prior or subsequent assessments and with other students in the same grade. A student with few correct responses may be experiencing reading difficulties, so the measure can be used for screening. Over time, the number of correct responses should increase as the student is able to read more text in the same period of time and understand it better.

The scoring table on p.153 shows typical grade-level expectations for the number of correct replacements in a maze assessment. If the assessment is used for screening purposes, a reasonable guideline is that students whose score is significantly lower than expected (about half of the values shown in the table), will probably be having reading difficulties. If scores fall between those shown on the scoring table, teachers should take into account other sources of information in order to make instructional decisions.

For progress monitoring purposes, the maze assessment may be used more than once if the students receive no feedback about their responses. Goal setting can be accomplished using the information in the table. Typical students will show a score increase from the beginning to the end of the school year.

► **WHAT'S NEXT?** A useful strategy to improve students' understanding of text is to pair reading with comprehension checks through peer questions, summarization, or retelling. Another good strategy is to create practice maze passages or have the students create the passages. Have the students collaborate to read the passages and choose the correct words. Ask the students to explain to one another why the correct answer fits best with the rest of the selection. If capable cross-age or adult readers are available, they can discuss why certain words don't fit because they are the wrong part of speech and why others don't match the meaning of the text.



**Teaching Passage
Administration
(Optional)**

Use this passage to teach the task to some younger students or older students with reading difficulties who may need a practice (teaching) activity before attempting the maze assessment. For these students, duplicate the teaching passage on page 156 and distribute it to the student/s. Be sure each student has a pencil. The directions are below.

Say: For this activity, you will read a special kind of story. Some of the words in the story have been replaced with a group of three words. You are to decide which word in each group fits best in the story. You will circle the word you think is best.

We will begin with the practice story I gave you. Read the first sentence to yourself while I read it out loud.

The bird landed on the ground.

Now read the second sentence.

It picked up a piece of (book, grass, tired) in its bill.

The word grass fits best with the rest of the story. Draw a circle around the word grass. (Check to be sure the students have circled the correct word.)

Let's read the next sentence.

The bird flew (back, when, shirt) to its nest.

Which word fits best in the sentence? (Encourage a volunteer to choose the correct answer.) Yes, the word back is correct. Draw a circle around the word back.

For the last sentence, I want you to read it to yourself and circle the word that fits best in the sentence. Work quickly, but not so fast that you make mistakes. Now read the sentence and circle the word. (Allow time for the students to read the sentence and circle the word.)

The third word, the, is correct. If you circled another word, cross out your answer and circle the now.

Check to be sure the students have circled the correct answer. It may be helpful to read the passage aloud with the correct words in place to ensure that the students understand the task.

Teaching Passage

The bird landed on the ground.

It picked up a piece of (book, grass, tired) in its bill.

The bird flew (back, when, shirt) to its nest with the grass.

(Rug, So, The) nest was in a tall pine tree.

Example of a
Scored Passage

A City Walk

The light changed to green, and Ted and his mother walked across the street. They were on their way to (for, the, met) food store.

Ted liked walking to (and, is, the) store. The city was a busy (place, hat, want). He saw lots of different things. (Them, He, Say) also saw many of the people (bad, fat, who) worked near his house.

"Hello Ted, (once, hello, you) Mrs. Gomez," said Mr. Hill. He (grow, happy, was) standing outside his store. He sold (books, name, stay). On rainy days after school, Ted (bark, would, cold) visit the store. Mr. Hill would (show, ride, frog) him books that he thought Ted (got, glad, would) like.

A little bit later, the (mat, two, soon) of them reached the food store. (Mrs., How, Noise) King ran the store, and she (but, truck, always) had a special treat for Ted. (Today, Little, Paint), she gave him some fresh grapes. (day, be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.

Number Correct 11 Number of Errors 3

CORE Reading Maze Comprehension 2-A

Name _____ Grade _____ Date _____

A City Walk

The light changed to green, and Ted and his mother walked across the street. They were on their way to (for, the, met) food store.

Ted liked walking to (and, is, the) store. The city was a busy (place, hat, want). He saw lots of different things. (Them, He, Say) also saw many of the people (bad, fat, who) worked near his house.

“Hello Ted, (once, hello, you) Mrs. Gomez,” said Mr. Hill. He (grow, happy, was) standing outside his store. He sold (books, name, stay). On rainy days after school, Ted (bark, would, cold) visit the store. Mr. Hill would (show, ride, frog) him books that he thought Ted (got, glad, would) like.

A little bit later, the (mat, two, soon) of them reached the food store. (Mrs., How, Noise) King ran the store, and she (but, truck, always) had a special treat for Ted. (Today, Little, Paint), she gave him some fresh grapes. (Day, Be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.

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Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 2-B

Name _____ Grade _____ Date _____

Rabbits in the Garden

The rabbit hopped across the lawn. It looked around carefully. Then it (**following, hopped, shorter**) to the garden.

Fred and his (**pen, full, mother**) sat on the porch. They didn't (**sent, quick, move**) at all. They were watching the (**rabbit, balloon, fight**).

"Won't the rabbit eat your plants?" (**drown, whispered, tricky**) Fred.

"Maybe," said Mother. "But I (**splash, nest, have**) lots of plants. I don't mind (**so, if, band**) the rabbit eats a few leaves."

(**By, At, Two**) now, the rabbit had reached the (**lunch, garden, seven**). It sniffed the air before hopping (**with, over, flied**) to a plant. The plant had (**pretty, glad, keep**) green leaves and purple flowers. The (**dinner, clip, rabbit**) nibbled some of the leaves.

Mother (**bought, tapped, thing**) Fred on the arm. She pointed (**to, until, duck**) the lawn. Two baby rabbits were (**thanked, hopping, book**) across the grass. Soon they reached (**the, shiny, mail**) garden and hurried over to the (**many, card, big**) rabbit. Each of the little rabbits (**whisper, sniffed, gold**) the big rabbit's nose.

"I'm glad (**them, duck, you**) didn't chase the big rabbit away," (**said, climb, truck**) Fred.

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 3-A

Name _____ Grade _____ Date _____

Their First Train Ride

The train made a lot of noise as it came to a stop at the station. Martha waited for a moment until (it, in, her) father held her hand. They walked (onto, with, sad) the train together. Her mother and (afternoon, brother, finish) walked behind them.

This was the (first, hungry, seat) train ride for Martha and her (horse, brother, still), Brian. They were going to ride (close, farmer, the) train to the city and visit (he, rock, their) grandparents. They usually went by car, (but, if, street) today, Mom and Dad said they (shop, would, clock) like to try something different.

The (four, wild, truck) of them walked to the middle (until, clap, of) the train car. They found some (tent, seats, sorry) together and sat down. In a (few, father, pat) minutes the train began to move. (Grass, Camp, Martha) and Brian felt a little nervous, (what, but, guess) their parents said they would enjoy (the, right, sang) ride.

“The train isn’t as noisy (how, as, mat) I thought it would be,” said (Martha, bunny, bark). “And I can stand up and (walk, break, faster) around. With all the windows, I (believe, can, sweet) see everything.”

“I like it because (pail, I, time) can relax,” said Dad.

Mom added, “(I, hair, cup) can talk to you two children (under, road, without) turning around to the back of (how, the, hunt) car.”

“The train really goes fast,” (said, petted, four) Brian. “I like that best of (sad, all, pond).”

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 3-B

Name _____ Grade _____ Date _____

The Fish Kite

The sky was filled with colorful kites. Laura had never seen so many (kites, wood, pass) in one place. "This is wonderful," (their, she, burn) said to her uncle, "almost like (in, paw, a) dream."

Aunt Marian handed Laura a (wagon, kite, raced) and some string. The kite had (so, an, use) unusual shape and looked like a (fish, shoe, listen).

"It looks like a fish, so (them, wild, it) is called a fish kite," said (toast, Uncle, feel) Juan. He held the kite and (told, must, white) Laura to walk backward into the (bottle, wind, chase). When she was about twenty yards (with, hay, away), he told Laura to stop.

Laura (had, walk, bank) seen her uncle fly a kite (loud, before, pretty), so she knew what to do. (Bank, She, True) waited until a breeze came along, (while, peep, and) then she asked Uncle Juan to (rake, hold, brave) the kite high and let go. (Ride, Bear, When) he did, she pulled on the (string, people, empty) a few times. In just a (bush, wait, moment), the kite was up in the (face, air, over). Laura let more string out, and (the, none, mud) kite climbed higher and higher.

"How (high, new, wife) do you think it can go?" (cares, asked, quiet) Laura.

"I'm not sure," answered Aunt (butter, but, Marian), "but I am sure of one (board, thing, else). You have the only fish kite (unless, forest, in), the sky today."

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 4-A

Name _____ Grade _____ Date _____

Playing the Game

Patrick put the game controller down and turned on the television. He clicked through the channels and (cry, hurry, saw) nothing interesting. He couldn't believe it, (more, but, name) he was bored with his games (and, no, hunt) television.

The voices and laughter from (pie, thank, upstairs) drifted down. The rest of the (family, ladder, above) was playing a board game. He (landed, thought, bottle) the game was silly, so he (said, mail, thing) he didn't want to play. Instead, (their, have, he) went down the basement by himself (enough, step, to) play video games.

Taking a deep (hall, breath, baby), he decided he would go upstairs (to, for, toast) see what they were doing. Maybe (yet, the, fan) game wasn't as silly as he (thought, shouted, lunch).

When he reached the dining room, (bowl, everybody, red) stopped for a moment. Then Aunt (pencil, Lydia, while) pulled an empty chair to her (edge, make, side) and said, "Over here, Patrick. We (want, drive, slow) you on our team."

Before long, (clown, Patrick, tomorrow) understood why everyone was laughing. The (game, money, teach) was challenging and fun. He loved (for, paint, the) way everyone teased one another, and (he, their, bone) felt proud when he answered a (radio, question, drove) right and put his team ahead.

"(Stone, Way, Patrick), you are actually pretty good at (this, when, candle) game. Have you ever played it (under, before, mean)?" asked his father.

Blushing a little, (Patrick, clothes, play) admitted he had played it a (loud, few, air) times at school, but it was (near, join, never) this much fun. His aunt gave (cake, him, scare) a hug and said, "Well, we (don't, using, bell) care if you played before. We're (rocky, track, happy) you are on our team."

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 4-B

Name _____ Grade _____ Date _____

The Best Picture

The picture was really funny. Sheri was sitting on a pony (earlier, outside, sweet) her grandmother's house. It was taken (when, those, shoe) she was about a year old. (Store, Bigger, Grandfather) was holding her so she wouldn't (answer, fall, hen) out of the saddle. Grandmother was (with, on, job) the other side of the horse (holding, suppose, never) its bridle. It was Sheri's favorite (step, stay, picture).

"Do you remember when this picture (was, help, dish) taken, Dad?" she asked.

"Of course (Them, I, Put) do. I took the picture." Sheri's (tree, drop, father) walked over to look at it (more, then, cold) closely. "Your grandparents certainly look happy (down, luck, in) that picture, don't they?"

"Tell me (over, about, glove) that day again, Dad," asked Sheri. (She, Their, Boat) was too young to remember, but (that, she, ride) loved hearing about it.

"Yes," said (it, sell, her) little brother, "tell us about the (hurt, pony, chase) picture." Rodney liked the story as (much, where, glass) as Sheri did.

"Let me tell (yet, the, lamb) story," suggested Sheri's mother. "Your father (always, soon, trick) leaves out the good part."

Mother (slept, leg, began) telling the story as she always (rest, did, skate). They drove to the farm where (Father, nail, pay) grew up. They had a picnic (since, coat, under) the tree behind the house. Grandfather (diving, brought, funny) a pony over and put Sheri (in, without, hear) the saddle. He and Grandmother posed (unless, with, push) Sheri and the pony. Father took (why, your, the) picture. Then Father asked everyone to (hold, climb, farm) still. He backed up to take (few, another, long) picture. As he walked backward, he (fell, have, mouth) into the pond, dropping the camera (early, old, just) before he did. And as always, (country, everyone, off) laughed, even Father.

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Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 5-A

Name _____ Grade _____ Date _____

The Big Move

It looked like a parade. People lined the streets, traffic was (stopped, splash, storm), and utility wires had been raised (until, send, by) supporting them with tall poles. Police (waved, were, today) stationed at every intersection, and news (mountains, trucks, reached) were parked beside the street. A (reporter, cookie, wrong) stood on the street beside the (year, break, truck), microphone in hand.

From far down (Main, crawled, spoon) Street came the sound of people (saved, clapping, another). It rolled up the street like (a, so, eat) wave, and soon everyone on the (basket, sidewalks, chase) could see the object of the (football, clip, applause). The applause wasn't for a parade, (but, his, city) for something much more exciting. The (wonder, Torrey, gave) House was being moved from its (kind, paper, original) site to a vacant lot in (red, the, draw) center of town.

Ken held his (video, boat, around) camera as high as he could (over, after, take) his head while Mona talked into (why, an, for) audio recorder. They were capturing the (shady, came, big) move for their school's digital yearbook.

"(Pick, River, Do) you really think you are getting (young, good, carry) pictures?" asked Mona. She had turned (off, at, chip) the recorder for a moment and (joined, looked, window) at Ken.

"I practiced this for (berry, tease, weeks)," answered Ken. "I took videos from (where, girl, this) spot twice a week for a (river, month, please). I even marked the sidewalk with (shout, about, chalk) so I'd be standing in the (same, both, weigh) spot. After I took the video, (of, I, sit) looked it over to be sure (I, by, so) got the best angle. Don't worry, (her, bed, it) will be okay."

Mona rolled her (rope, eyes, high), turned on the recorder, and started (find, talking, horse). Ken was right, of course. He (use, mop, had) planned their event for months, and (she, their, sea) was sure he knew what he (call, was, ride) doing. She smiled as she spoke, (walk, fair, knowing) they were recording one of the (most, young, toy) important events in the history of (hard, give, their) town.

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 5-B

Name _____ Grade _____ Date _____

A Great Day

The snow couldn't have been better. Peter stepped into the front binding (**up, of, tag**) his snowboard and fastened the toe (**pail, write, strap**). Standing up, he pushed off with (**his, sure, top**) other foot and drifted into the (**ship, line, plant**) for the chairlift. 2
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"Hey, Peter, are (**who, cat, you**) all set for an enormous day?" (**asked, stood, fence**) Stacy. She glided up beside him (**if, and, ten**) pulled her goggles up onto her (**noise, under, hat**). 5
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"This is the best snow of (**so, the, dish**) year," insisted Peter, "and we're supposed (**to, at, we**) get more tomorrow. It's fabulous that (**who, this, hurt**) is our vacation week." 7
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The two (**under, light, of**) them continued to talk as the (**chairlift, ship, round**) line moved forward. It wasn't long (**at, name, before**) the two of them were waiting (**not, for, week**) a chair. When it arrived, they (**said, dropped, bottom**) back slightly as the chair scooped (**them, why, feed**) up and started moving toward the (**fruit, stick, top**) of the mountain. 9
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As they neared (**my, the, hit**) summit, the two boarders turned slightly (**in, until, hat**) the chair to prepare for getting (**as, off, cry**). When the surface of the snow (**was, parted, this**) close enough, they stood up on (**girl, and, their**) boards and pushed away from the (**pony, lift, rush**). 13
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"Let's drop into the sunny side (**of, so, pig**) the bowl and make a few (**woods, black, turns**) to warm up before we head (**down, after, cover**) to the terrain park," suggested Stacy. 17
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"(**When, That, Start**) sounds pretty good," agreed Peter. "While (**to, move, we**) were on the lift, I saw (**Sarah, bell, middle**) and her brothers heading that way. (**Plant, Story, Maybe**) we can catch up with them." 19
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(**Try, Mad, The**) two of them scooted down a (**hardly, nearby, fright**) slope and then came to a (**stop, wing, cry**). They sat on the snow and (**strapped, neared, real**) in the other boot. Using the (**dance, angle, warm**) of the slope to help them (**wave, stand, aunt**) up, they rose and made a (**sat, ship, few**) slow turns. Spotting Sarah and her (**present, brothers, winter**) a few hundred yards down the (**hill, pen, drop**), they headed almost straight down the (**mountain, pocket, number**), looking forward to a great day (**from, with, bird**) good friends. 22
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Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 6-A

Name _____ Grade _____ Date _____

Not So Boring

Sighing deeply, Jill sat on the bench in the park. A few of her school friends (been, were, scent) lounging on the grass. Spending time (in, off, shy) the park was something they did (floor, ruler, almost) every evening during the summer, and (green, tonight, course), they were waiting for a local (DJ, bat, fear) to put on some music.

"This (bird, fact, town) is so boring," said Jill, and (next, most, pine) of the others agreed, adding that (there, else, case) was nothing to do other than (wish, cow, hang) out in the park.

"I don't (know, plan, spill)," suggested Larry, "how about hiking to (ran, the, fold) top of the cliff? We all (call, harm, like) to do that, and what about (name, tonight, blaze)? We're going to get to dance (to, up, bud) music that we picked out."

Rita (think, flower, nodded) her head and smiled. "The best (miss, hike, belt) is the one we take after (the, sit, cart) last day of school. What about (catch, dark, rafting) down the river? I think that's (open, even, while) better than hiking the cliff, and (it's, lines, age) a lot easier. Besides, our parents (step, wait, neat) for us and have a picnic (sadly, throat, afterward)."

Almost everyone agreed with Rita except (every, wear, Gary), who argued for cross-country skiing across (less, the, bay) lake. "Skiing across Lake Washington is (something, party, hold) that most people have never done. (Toe, I, Cab) love calling my cousin in Texas (and, why, top) telling her how much fun it (bow, lap, is) every time we do it."

By (if, now, tie), Jill was rethinking her comment. "Okay, (under, argue, maybe) this isn't as boring a place (as, so, cane) I suggested. After all, we're only (hot, a, side) few hours from New York City, (low, dart, and) all of us have taken the (bus, air, main) there with our parents. Remember when (those, ugly, we) went in for that ice-skating show? (Above, From, Seem) now on, when I do that (logged, room, boring) thing, maybe you should remind me (to, in, as) think before I start complaining."

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 6-B

Name _____ Grade _____ Date _____

The Morning News

As he walked in front of the camera, Matthew felt a little nervous. Even though this was just the (school, cold, ever) news broadcast, he was still worried. (To, Add, He) didn't like speaking in front of (cover, groups, joke), and now he would be speaking (almost, in, sun) front of thousands of people. He (wouldn't, paint, song) see them, but they could see (by, ship, him).

The school news broadcast was an (deer, idea, weigh) that started two years ago. A (clean, need, few) students and the technology teacher thought (of, or, hop) the idea while watching the local (deer, news, cloud). They decided a show that reported (the, wet, hello) news for their school and town (reach, full, would) be interesting to other students and (own, the, hair) people in the town. The students' (spin, your, news) broadcast was soon showing on the (school, line, belong) network and the local cable system.

(Ticket, Students, Brave) in the school took turns doing (the, why, lion) jobs needed to make the broadcast. (Where, Hold, Each) student signed up for several jobs, (to, and, like) names were selected at random for (each, then, ring) job. The newer students received training (off, read, from) more experienced students. Over the past (sleepy, two, paint) years, every student in the school (had, show, thin) been part of the broadcast.

Catherine (hide, table, was) the director of today's show. She (sinks, hurried, soft) around, getting things in order, including (showing, easier, long) Matthew where to sit. She could (wag, big, see) he was a little nervous, so (bit, she, glad) tried to help him feel more (secretly, garden, confident). "You always do a wonderful job (when, around, spot) we make presentations in class, so (you, than, past) won't have any problems," she said. (Who, Stay, Their) teacher agreed and helped straighten out (jokes, Matthew's, painted) collar and tie while they were (waiting, sleepy, deeper) for the broadcast to begin.

Everyone (began, clock, walked) away from the desk where Matthew (thought, sat, doll), and the spotlight came on. He (tripped, magic, cleared) his throat, waited for Catherine's signal, (and, with, bark) then began speaking. "Good morning, everybody. (Why, This, Smell) is Matthew, and I'm today's morning (log, news, swing) reporter."

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 7-A

Name _____ Grade _____ Date _____

The People at the Top of the Hill

Tamara wondered about the people who lived at the top of the hill. She saw them every once in (a, is, red) while in town, and they seemed (youngest, interesting, listen) in an unusual way. The man (rode, lied, bear) his bike almost everywhere, and when (part, cook, he) brought the car to town, he (ready, always, office) had two dogs with him. The (block, woman, little) worked at the hospital, and every (once, now, keep) in a while Tamara would see (for, sky, her) running on Saturday morning.

“George, what (red, do, glad) you know about the people who (live, carry, short) in the old Stevens place?” Tamara (asked, was, foot) tying the laces of her athletic (kinds, play, shoes) in preparation for an afternoon training (bird, run, want) with her friend.

“Not much,” answered (George, diver, shiny), who was leaning against a tree (sit, and, us) stretching. “He rides his bicycle everywhere, (over, pond, even) in the most dreadful weather, and (at, I, if) think he’s some kind of scientist (save, fly, and) does research at the university. She (arm, dish, is) a big deal at the hospital, (maybe, today, rider) even the president or whatever they (join, call, warm) the person who is the boss.”

“(Let’s, Fix, Joke) run up the hill and take (if, a, or) look at their place,” suggested Tamara, (drink, adding, chair), “we have to do more hill (running, skate, spring) anyway.”

The hill was steeper than (trip, band, they) thought, and they were breathing too (hard, end, rest) to talk until they reached the (game, going, flat) part at the top. As they (snowed, slowed, without) down, a voice behind them said, “(That, Him, Oven) hill doesn’t leave much breath for (cooked, talking, shop), does it?”

A man on a (money, laugh, bicycle) pulled up beside them, breathing much (long, more, sign) easily than anyone should have after (a, if, to) climb like that. Before the two (at, spin, of) them could say a word, the (cage, man, cross) added, “Come on up to the (fruit, house, felt). You can get a drink of (leaf, tiny, water) and then run down with my (wife, sled, cook) You two are training for the (loud, state, draw) cross-country championships, right? I don’t read (minds, wishes, shut), I just recognize you from the (deep, sports, point) page of the papers.”

With that, (he, on, pick) sped ahead of them, and the (stormy, jump, two) runners couldn’t wait to meet his (wife, ranch, green) and find out more about the (classes, people, pretty) at the top of the hill.

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 7-B

Name _____ Grade _____ Date _____

The Islanders

The ferry slowly pulled into the dock on the island. After it stopped and was tied (**recently, whisper, securely**), a few cars and dozens of (**quarters, between, passengers**) left the ferry and headed to (**except, wherever, yellow**) they were going on the island. (**As, By, Our**) soon as they had cleared the (**ferry, balloon, bright**), a few cars and some foot (**snowshoe, written, passengers**) from the island got aboard the (**kitchen, ferry, music**).

Among the passengers were a group (**so, use, of**) students who traveled every day from (**why, the, cap**) island to the mainland for school. (**Not, Him, Far**) enough people lived on the island (**to, it, tall**) justify building a school, so the (**hunter, students, penny**) crossed to the mainland by ferry. (**They, Such, Duck**) were met at the dock by (**if, leg, a**) school bus that took them the (**than, help, rest**) of the way.

The Islanders, as (**when, they, drop**) were often called, were admired by (**most, slow, nice**) of the other students at the (**teeth, being, school**) because of their different style of (**life, world, able**). There were only a few roads (**as, win, on**) the island, and almost all the (**colors, cars, dogs**) were parked beside the ferry dock. (**Why, Fit, The**) cars were used mostly when people (**smiled, went, roar**) to the mainland or for emergencies. (**Everyone, Princess, Telephone**), young and old alike, either walked (**at, or, owl**) used mountain bikes to get around.

(**A, In, Fly**) second unusual thing about living on (**what, the, log**) island was the water supply. There (**nail, buy, was**) no central source of water. Instead, (**butter, people, empty**) collected rainwater in big tanks. They (**pumped, raked, night**) it from the big tanks into (**jumping, smaller, doctor**) tanks where it was filtered and (**hunted, began, purified**) before being used. Needless to say, (**remember, conserving, presents**) water was important to everyone on (**the, ago, let**) island.

The students who lived on (**son, wear, the**) island enjoyed their quiet life and (**natural, dancing, turtle**) surroundings. They sometimes missed the things (**when, cold, that**) students on the mainland took for (**leafed, granted, family**). There were no movies or malls (**up, on, old**) the island, and it was a (**hammer, challenge, throwing**) to be part of activities after (**school, minute, whistle**). Their lives were defined by ferry (**schedules, neighbor, bicycle**), so whenever they had a chance (**if, to, way**) do something with other students their (**any, each, age**), they really enjoyed it.

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 8-A

Name _____ Grade _____ Date _____

Basketball Saturday

On almost every Saturday morning, Henry and his friends did the same thing. As soon as there was enough (light, bridge, warm) to see, they met at the (nest, park, brown) near his house for a few (stares, games, knock) of basketball. Afterward, they went down (an, mud, to) the firehouse for a pancake breakfast.

(About, When, Spot) Henry arrived at the park, Christie (was, land, few) already there. They were usually the (first, great, empty) to arrive, and the rest of (way, took, the) players trickled in over the next (cloudy, fifteen, stopped) minutes. Christie was standing beside a (picnic, kitten, threw) table laying out enormous sheets of (soup, round, poster) paper. On the paper were the (station, results, closer) of games that had been played (up, am, day) to the current date.

The most (hungry, numbered, interesting) part of this basketball league was (some, that, camp) every player was a member of (several, frightened, evening) teams. On the same Saturday, each (circus, slowly, player) would be part of at least (sky, two, get) teams. Although it sounds confusing, the (system, branch, already) worked well for a number of (sounds, reasons, terrible). Everybody got to play on at (least, bounced, rocky) one winning team. Players who weren't (if, bus, so) good were often on a team (down, with, ready) some of the best players, and (paints, nights, players) never became angry with members of (the, hot, face) other teams because they would eventually (if, put, be) on the same team as the (others, changes, picked).

Henry helped Christie put the poster (brother, string, paper) up on the bulletin board near (are, the, wait) basketball court. If someone who didn't (ring, afraid, know) the system looked at the team (cutting, standings, planted), they would think that hundreds of (players, footprints, answers) were involved.

"Your record keeping system (is, or, ate) very impressive," said a voice from (into, behind, card) them. Henry and Christie turned to (bat, fill, see) one of the high school basketball (breads, coaches, silver) behind them. She was a regular (visitor, haircut, widest) to the Saturday morning games, as (ride, face, was) the coach of the boys' team. (Us, In, Lay) addition to these coaches, some of (the, car, lion) parents often came to the games (try, and, sure) joined the players for breakfast afterward.

(Day, Jar, All) of the players were a little (embarrassed, snowflake, mountain) to be playing in front of (mouths, adults, closes), but they also felt a sense (of, an, fun) pride. Over the years, many of (rat, the, like) players from the Saturday league were (points, chosen, shade) for the high school teams. Christie (bat, lake, and) Henry spent a few minutes talking (with, since, well) the coach, and then they excused (anybody, themselves, frightened) when other players started arriving. They (would, hurry, bumpy) warm up for a few minutes, (sea, give, and) then the first game of the (Saturday, ground, wonder) Morning Basketball League would begin.

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 8-B

Name _____ Grade _____ Date _____

The Perfect Trip

The bus climbed to the top of the hill and made a sharp left turn. Everyone on the bus caught a (chuckle, glimpse, sighing) of one of the most spectacular (sights, crowd, become) they would ever experience. Before them (tear, bow, lay) the sea, glistening in the sunlight. (But, Sir, The) rocky coast here tumbled below them (with, for, tea) hundreds of feet. On the other (side, note, cause) was a sheer cliff rising for (a, if, to) thousand feet.

The students were on (on, a, by) class trip to Europe, something that (speak, damp, none) of them could have imagined. They (act, milk, had) entered a contest to come up (down, with, stuff) a practical solution to a problem (up, lap, in) their area, and their submission had (been, speak, cellar) the national winner. The solution they (exercised, developed, passenger) and implemented was so simple that (they, sank, best) couldn't believe no one had done (am, it, jet) before.

The students had requested that (the, why, beg) town council let them adopt a (holiday, borrow, network) of connected sidewalks. They would turn (the, map, lie) sidewalks into multiuse paths that led (or, to, mix) the busiest parts of town, including (was, shy, the) schools. With relatively little expense, the (carvings, sidewalks, certain) became attractive and safe places for (rewards, charged, walkers), skaters, and boarders. A bicycle lane (was, for, air) marked on the road beside each (it, pan, of) the sidewalks, and parking was restricted (am, to, not) the other side of the street.

(Under, Catch, Within) a matter of months, something remarkable (had, feed, swim) happened in the town. The number (her, of, all) cars had diminished considerably, and the (basket, number, shape) of walkers had increased more than (tonight, bring, anyone) had imagined. Downtown no longer had (traffic, minute, engine) congestion and parking problems, but it (dry, fire, was) busier than ever because more people (were, fish, box) walking. Even the school buses had (shopped, changed, spring) their routes and no longer came (but, zoo, all) the way to school. They stopped (unless, cover, instead) at a parking area several blocks (away, when, swim). Students walked the rest of the (bed, way, cow) to school on the multiuse path.

(Just, Been, When) they heard they had won the (contest, light, silly), the students in the class had (if, add, a) unanimous vote and decided to do (a, to, nap) tour of some towns in Europe. (Or, It, Pat) was these towns, with a long (kitchen, history, welcome) of walking and convenient public transportation, (leaf, deck, that) had been the inspiration for their (journey, project, disappear). They couldn't think of a better (straw, nearly, place) to take a vacation and see (at, in, job) person where their ideas had come (from, past, dust).

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 9-A

Name _____ Grade _____ Date _____

A Circle of Friends

The wagon train had reached the foothills of the mountains. Rather than attempting to begin the (grinning, uphill, package) climb with fading daylight, the wagon (master, harness, elevator) decided to make camp for the (pitch, mail, night).

With the rest of the families, (the, how, flat) Wilsons maneuvered their wagon into a (leader, fortune, circle), a formation that was the traditional (body, way, older) for travelers in the West to (suppose, protect, flower) themselves. In addition to providing a (line, floor, call) of defense against enemies from the (outside, anywhere, narrow), the circle of wagons created a (sailor, sense, purple) of community for the families, if (while, fold, only) for a night. It was almost (as, or, pot) if they were within the walls (be, of, tug) a small town, with a bonfire (letter, burning, searched) in the middle and people wandering (around, above, lesson) making small talk with one another.

(Sugar, Scatter, Abby) finished her chores and asked her (brook, mother, scratch) if she could walk among the (hanging, other, crown) wagons. With her regular warning to (be, off, herd) careful and stay inside the circle (as, of, shy) wagons, Mother approved her request. Abby's (mirror, wiggle, father) smiled and winked at her, having (much, fine, post) more confidence in her judgment than (why, dot, her) mother did.

As she wandered from (route, speed, wagon) to wagon exchanging greetings, Abby was (folding, joined, reason) by a few other young people (eager, giant, forget) to have something to do other (what, than, fail) chores. It wasn't long before a (group, rule, learn) of a dozen or so was (batted, sharp, sitting) by the central bonfire sharing their (shelves, thoughts, possible) about what would happen the following (comb, stir, day).

"The mountains seem unbelievably high," suggested (Martin, judge, stretch), "and from here, there seems to (an, ice, be) no obvious way to cross them."

"(Father, Fellow, Squeak) promised me that there is a (beast, pass, must) that is difficult but not dangerous (when, heat, this) time of year," replied Abby. "It (will, lose, spray) take us several days to reach (were, the, fog) summit."

"Has anyone considered the difficulty (do, owl, of) the walk that lies ahead of (in, us, ear)?" wondered Susan. "Have any of us (attempted, circled, glances) to scale mountains this high?"

William (handled, plenty, laughed), and looking around at the other (teenagers, someone, sandwich), said confidently, "We've walked for a (delighted, thousand, adventure) miles in the last few months, (are, lip, so) I don't think the mountains will (be, up, seal) much of a challenge. The real (vegetable, matter, difficulty) will lie beyond the summit when (to, we, fold) are going downhill. Who will restrain (the, was, hour) horses and the wagons?"

With that, (meadows, understand, everyone) laughed and rose to their feet. (It, Web, Net) was a pleasant moment before an (evening, traveling, ascent) that would undoubtedly be the hardest (drip, part, cave) of their journey.

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 9-B

Name _____ Grade _____ Date _____

A Strange Place to Practice

The beach wasn't very crowded because the weather was horrible. A few people bundled up in (out, pat, bad) weather gear were fishing in the (surf, dress, avoid). They must have been very uncomfortable, (belonging, considering, bracelet) the crashing waves, the low temperature, (and, for, hunt) the blowing wind.

Snuggling into her (apartment, raincoat, puppet), Joanne wondered what motivated people to (it, be, fan) so dedicated to something that seemed (important, awfully, whisper) unrewarding. She almost never saw anyone (catch, guess, early) a fish, they were out in (light, drum, every) kind of weather, and they were (almost, slowly, piece) always alone. Every time she came (he, win, to) this section of beach, day or (bird, night, slide), at least one person was fishing (from, bake, hall) the shore or the jetty of (edge, listen, rocks) that reached several hundred yards into (the, man, roof) ocean.

About ten minutes later, Joanne (backed, reached, bravest) the jetty and scrambled up some (huge, slow, stop) rocks to the relatively flat part (on, if, rag) top. She stepped carefully from rock (to, be, sing) rock until she reached the far (mill, tired, end) of the jetty. Several of her (lower, friends, across) were already there, sitting with their (backs, wave, drink) to the driving rain. They greeted (when, her, soon) as warmly as possible, given the (bundle, conditions, haystack), and made room for her to (sit, pole, plan) among them.

"Whoever had the brilliant (shadow, stove, idea) to have rehearsal for the school (note, play, wipe) here should be thrown out of (the, won, hug) drama club," she suggested. Pausing a (finger, moment, brushed) for effect, she added, "Oh, it (she, pea, was) my idea, so I guess I (earn, should, short) be banned from the club, meaning (I, of, as) can return home."

As she pretended (up, to, in) get up and leave the gathering, (health, decide, Daniel) grumbled, "Not on your life." He (alarmed, throat, shifted) a bit to find a more (comfortable, astonished, growling) position and insisted, "Nobody gets to (squeeze, plain, leave) under any circumstances, especially the genius (saw, who, rob) suggested this location."

"Actually, this is (a, or, say) pretty good location to rehearse, considering (wet, the, curl) play is about a shipwreck in (stormy, managed, growl) weather," argued Elizabeth. "The weather should (trade, cave, help) us get into our roles more (disappointed, thoroughly, cardboard)."

The rain slowed down and then (bundled, stopped, hollow), although the wind continued to blow. (The, Why, Bed) six of them pulled their scripts (they, from, flow) under their coats and formed a (circle, visitor, lovely). As they did, Joanne began to (blossom, careless, understand) a little better what motivated the (space, people, steer) who were fishing. Despite the weather, (this, why, bead) was a beautiful spot, especially if (dog, paid, you) were doing something that interested you.

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 10-A

Name _____ Grade _____ Date _____

Their First Century

The sound of so many riders clicking into bicycle pedals took Madeleine by (surprise, weather, clean). She had always ridden alone or (unless, with, wall) a few friends, and she never (called, realized, gone) that when hundreds of riders started (at, card, up), the sound would be both unusual (and, for, cop) satisfying.

This was Madeleine's first century, (shy, top, the) name given to a hundred mile (hope, ride, hand). She was riding with her cousin, (hill, crow, Luke), to raise money for cancer research. (They, Hers, Cold) had raised more than a thousand (noise, dollars, stare) each in pledges from friends, family (bench, threw, members), and neighbors. Now they had to (look, bread, earn) the pledges by actually completing the (bark, ride, king), an accomplishment that neither of them (had, pump, save) ever attempted before.

Doing the ride (use, was, dive) Luke's idea, and he had to (do, hurt, early) some serious convincing to get Madeleine (of, bat, to) agree to participate. He took the (lead, creek, rest) in training for the ride, but (them, it, we) wasn't long before Madeleine became enthusiastic (about, beside, aim) cycling. Her parents bought her a (new, kind, form) bicycle, which she was due for (either, anyway, lost), and she used her allowance to (leak, bill, get) some new cycling clothes and shoes. (Yet, The, Feel) shoes took a while to get (used, saw, apple) to because they had cleats on (but, roll, the) bottom that clipped into the pedals (of, up, air) her new bike. Her greatest fear (use, hay, was) forgetting to unclick when they came (up, to, our) a traffic signal, but so far, (us, rag, she) had avoided this embarrassment.

The first (desk, cluster, begin) of riders started to pedal, and (each, chair, joke) successive group followed along. Madeleine and (Plant, Watch, Luke) were in the middle of the (all, pack, bird) and waited for a moment to (allow, sing, piece) the riders ahead of them to (jump, get, bath) a few yards away before starting (yet, fog, up). They were both surprised at the (sign, after, tingle) of exhilaration they experienced as they (fed, joined, lion) the other riders, and it wasn't (long, how, pony) before they were pedaling at the (cruising, buy, take) pace for which they had trained.

(Less, House, As) the miles passed, Madeleine and Luke (wrote, made, cheer) dozens of new friends. Neither of (he, them, want) had ever thought about how much (bus, pie, time) they would have to chitchat with (the, or, fear) other riders, but when you have (a, it, ran) hundred miles to cover on a (stone, bicycle, decide), there's a lot of conversation going (on, long, open).

By late afternoon, all the cyclists (hike, lion, were) feeling exhausted, yet none gave the (wider, slightest, visitor) thought to dropping out of the (gold, need, ride). As they reached the crest of (the, hard, mean) last hill, Madeleine and Luke caught (hat, sight, enjoy) of the finish area a few (grab, frown, downhill) miles away. Their families would be (hunt, gathered, reason) to greet them and they began (the, hole, dot) descent to the finish. The cousins (mailed, sister, had) no doubt that they would remember (but, this, pole) day for the rest of their (lives, ship, almost).

Number Correct _____

Number of Errors _____

CORE Reading Maze Comprehension 10B

Name _____ Grade _____ Date _____

College Girl

“Do any of you have exciting plans for the summer vacation?” asked Mark. He and several of his friends (**throw, bench, were**) wandering along the embankment beside the (**reservoir, astronaut, contented**), one of their favorite recreational walks.

(**Doubt, Linda, Flavor**) was about to make her announcement (**when, those, firm**) Kate blurted out, “You won’t believe (**such, grape, this**), but I managed to get a (**jingle, position, gradual**) at the hospital. I’m going to (**be, at, kit**) kind of an assistant to any (**up, of, ice**) the professional staff who need me, (**mostly, slowly, groan**) physicians and administrators. The position description (**exchanges, favorite, suggests**) that I’ll probably be doing recordkeeping (**and, who, fact**) carrying documents from one location to (**everything, another, difficult**). I submitted my application last year, (**down, clue, but**) they said I was too young.”

“(**Why, That, Size**) sounds interesting, especially because you want (**of, sun, to**) be a physician eventually,” suggested Linda. “(**This, When, Cost**) will you start?”

“Approximately two weeks (**after, upon, free**) school finishes, so I’ll have some (**pool, lose, time**) to visit my aunt and uncle (**in, with, ink**) California,” responded Kate. She glanced at (**hive, crown, Linda**) and asked, “Didn’t you say you (**load, meal, had**) some remarkable inspiration for the summer?”

(**Under, Before, Giant**) Linda could say anything, Steve answered, “(**My, Is, Dip**) brother invited me to spend the (**reason, summer, imagine**) with him at the lake. He’s (**print, beard, renting**) a condominium there while he completes (**his, they, tip**) research internship for the university. I’ll (**loudly, probably, tunnel**) work as a lifeguard and spend (**has, the, pale**) remainder of my time training for (**do, net, the**) rowing team.”

As soon as Steve (**drifting, finished, bunch**), Linda muttered as rapidly as she (**could, spill, porch**), “All of you should be in (**bad, the, hose**) fast talking friends association. I can’t (**sew, age, get**) a word in, and I really (**have, paid, dust**) some big news: I’m starting college.” (**For, The, Mad**) entire group suddenly came to a (**gift, copy, halt**), turned to Linda, and looked at (**her, why, rug**) quizzically. Almost in unison, they said (**or, rip, in**) a questioning tone, “Starting college?”

With (**a, to, fog**) tinge of pride in her voice, (**arrow, Linda, wink**) answered, “The community college has a (**roomy, danger, special**) program for high school students who (**rule, have, path**) earned good grades in advanced placement (**courses, shore, upper**). I can take introductory courses in (**struggle, mathematics, pleasant**), language, chemistry, and other subjects where (**I, if, ran**) have the required qualifications. These are (**cup, hat, all**) courses that I’ll have to take (**at, no, old**) matter where I attend college, so (**it, or, pin**) will save me time and money (**am, in, she**) the long run. Besides, when I (**cut, sip, get**) to college full time, I’ll be (**able, clean, suit**) to take more advanced courses or (**smooth, optional, balcony**) courses in subjects in which I’m (**interested, whirled, afterward**).”

When she stopped to take a (**wheel, breath, twist**), everyone began bombarding her with questions (**and, for, tray**) expressed their admiration for what she (**let, tub, was**) planning. Kate even called her college (**sour, girl, tore**).

Number Correct _____

Number of Errors _____

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CORE READING MAZE COMPREHENSION KEY

2-A

Line

3 the

5 the

6 place He

7 who

9 hello

10 was books

11 would

12 show

13 would

14 two

15 Mrs.

16 always today

17 Ted

18 with the

19 Ted

20 Then

21 cart

2-B

Line

3 hopped

4 mother

5 move

6 rabbit

7 whispered

9 have

10 if

11 By

12 garden over

13 pretty

14 rabbit

16 tapped

17 to

18 hopping

19 the

20 big sniffed

22 you

23 said

3-A

Line

3 her

4 onto

5 brother

6 first

7 brother

8 the their

9 but

10 would

11 four

12 of seats

13 few

14 Martha

15 but

16 the

17 as

18 Martha walk

19 can

21 I

22 I

23 without the

25 said

26 all

3-B

Line

3 kites

4 she a

6 kite

7 an

8 fish

9 it

10 Uncle told

11 wind

12 away

14 had

15 before She

16 and

17 hold

18 When string

19 moment

20 air the

22 high

23 asked

24 Marian

25 thing

26 in

CORE READING MAZE COMPREHENSION KEY

4-A

Line

3 saw
 4 but
 5 and
 6 upstairs
 7 family
 8 thought said
 9 he
 10 to
 11 breath
 12 to the
 13 thought
 14 everybody
 15 Lydia
 16 side want
 18 Patrick
 19 game
 20 the he
 21 question
 23 Patrick this
 24 before
 26 Patrick
 27 few never
 28 him
 29 don't
 30 happy

4-B

Line

3 outside when
 4 Grandfather
 5 fall on
 6 holding
 7 picture
 8 was
 10 I
 11 father more
 12 in
 13 about She
 14 she
 16 her pony
 17 much
 18 the
 19 always
 20 began did
 21 Father
 22 under brought
 23 in
 24 with
 25 the hold
 26 another
 27 fell
 28 just everyone

5-A

Line

2 stopped
 3 by
 4 were
 5 trucks reporter
 6 truck
 7 Main
 8 clapping a
 9 sidewalks
 10 applause but
 11 Torrey
 12 original the
 13 video over
 14 an
 15 big
 16 Do good
 17 off
 18 looked
 19 weeks
 20 this month
 21 chalk same
 22 I I
 23 it
 24 eyes
 25 talking had
 26 she was
 27 knowing
 28 most their

5-B

Line

2 of
 3 strap his
 4 line
 5 you asked
 6 and hat
 7 the to
 8 this
 9 of chairlift
 10 before for
 11 dropped
 12 them top
 13 the in
 14 off was
 15 their
 16 lift
 17 of
 18 turns down
 19 That we
 20 Sarah Maybe
 22 The nearby
 23 stop strapped
 24 angle stand
 25 few brothers
 26 hill
 27 mountain with

CORE READING MAZE COMPREHENSION KEY

6-A

Line

2 were
 3 in
 4 almost tonight
 5 DJ
 6 town most
 7 there hang
 9 know the
 10 like tonight
 11 to
 12 nodded hike
 13 the rafting
 14 even it's
 15 wait
 16 afterward
 17 Gary
 18 the something
 19 I and
 20 is
 21 now maybe
 22 as a
 23 and bus
 24 we From
 25 boring
 26 to

6-B

Line

3 school He
 4 groups in
 5 wouldn't
 6 him
 7 idea
 8 few of
 9 news the
 10 would
 11 the news
 12 school
 13 Students the
 14 Each and
 15 each
 16 from two
 17 had
 18 was hurried
 19 showing
 20 see she
 21 confident when
 22 you
 23 Their Matthew's
 24 waiting
 25 walked sat
 26 cleared
 27 and This
 28 news

7-A

Line

3 a interesting
 4 rode
 5 he always
 6 woman once
 7 her
 8 do live
 9 asked
 10 shoes run
 11 George and
 12 even
 13 I and
 14 is maybe
 15 call
 16 Let's a
 17 adding running
 18 they hard
 19 flat
 20 slowed That
 21 talking
 22 bicycle more
 23 a
 24 of man house
 25 water wife
 26 state
 27 minds sports
 29 he two
 30 wife people

7-B

Line

3 securely passengers
 4 wherever As
 5 ferry
 6 passengers ferry
 7 of
 8 the Not
 9 to students
 10 They a
 11 rest
 12 they most
 13 school
 14 life on
 15 cars The
 16 went Everyone
 17 or
 19 A the
 20 was people
 21 pumped
 22 smaller purified
 23 conserving
 24 the
 25 the natural
 26 that
 27 granted on
 28 challenge
 29 school schedules
 30 to
 31 age



CORE READING MAZE COMPREHENSION KEY

8-A

Line

3 light park

4 games

5 to

6 When was

7 first the

8 fifteen

9 picnic poster

10 results up

12 interesting that

13 several

14 player two

15 system

16 reasons least

17 so with

18 players the

19 be

20 others

21 paper

22 the know

23 standings players

25 is

26 behind see

27 coaches visitor

28 was In

29 the and

31 All embarrassed

32 adults of

33 the chosen

34 and with

35 themselves

36 would

37 and Saturday

8-B

Line

3 glimpse sights

4 lay

5 The for

6 side a

7 a none

8 had

9 with in

10 been developed

11 they

12 it

13 the

14 network the

15 to the

16 sidewalks

17 walkers was

18 of to

20 Within had

21 of

22 number anyone

23 traffic

24 was were

25 changed

26 all instead

27 away way

29 When contest

30 a a

31 It history

32 that

33 project place

34 in from

9-A

Line

3 uphill master

4 night

5 the

6 circle way

7 protect line

8 outside

9 sense only

10 as of

11 burning around

13 Abby mother

14 other be

15 of

16 father much

17 her

18 wagon

19 joined eager

20 than group

21 sitting

22 thoughts day

23 Martin

24 be

25 Father pass

26 this will

27 the

28 of us

29 attempted

31 laughed teenagers

32 thousand

33 so be

34 difficulty we

35 the

36 everyone It

37 ascent

38 part

9-B

Line

3 bad surf

4 considering

5 and

6 raincoat

7 be awfully

8 catch

9 every almost

10 to night

11 from rocks

12 the

13 reached

14 huge on

15 to end

16 friends backs

17 her

18 conditions sit

19 idea

20 play the

21 moment was

22 should I

23 to Daniel

24 shifted

comfortable

25 leave

26 who

27 a the

28 stormy

29 help thoroughly

31 stopped

32 The from

33 circle

34 understand

people

35 this you

CORE READING MAZE COMPREHENSION KEY

10-A

Line

2 surprise
 3 with
 4 realized up
 5 and
 6 the
 7 ride Luke
 8 They dollars
 9 members
 10 earn ride
 11 had
 12 was do
 13 to lead
 14 it
 15 about new
 16 anyway get
 17 The used
 18 the of
 19 was to
 20 she
 21 cluster each
 22 Luke
 23 pack allow
 24 get up
 25 tingle joined
 26 long cruising
 28 As made
 29 them time
 30 the a
 31 bicycle on
 33 were
 34 slightest ride
 35 the sight
 36 downhill
 37 gathered the
 38 had this
 39 lives

10-B

Line

3 were reservoir
 5 Linda when
 6 this position
 7 be of
 8 mostly
 9 suggests
 10 and another
 11 but
 12 That to
 13 When
 14 after
 15 time in
 16 Linda had
 18 Before My
 19 summer
 20 renting his
 21 probably the
 22 the
 23 finished could
 24 the
 25 get have
 The
 26 halt her
 27 in
 28 a Linda
 29 special
 30 have courses
 31 mathematics
 32 I all
 33 no it
 34 in get able
 35 optional
 36 interested
 37 breath
 38 and was
 39 girl

