

Project PROACT
MAZE Reading Passages
Grade 2



Vanderbilt University
Lynn Fuchs

Special Education

Dear Educator,

Thank you for your interest in CBM Maze Fluency Passages (Maze Reading Passages) for 2nd Grade developed at Vanderbilt University. We are pleased to offer you this excerpt of probes to review.

These pages from the Maze Reading Passages for 2nd Grade manual are provided as a courtesy to allow you to preview a representative sampling of the CBM-Reading probes. This excerpt includes the following:

1. Introduction
2. Suggested Norms for Grade 2 - 6
3. Maze Practice Probe
4. Maze Probes
 - a. Probe 1
 - b. Probe 13
 - c. Probe 19

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

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CBM Maze Fluency Vanderbilt University

CBM Maze Fluency reading passages are available for students in Grades 1-6, but typically teachers use CBM Maze Fluency beginning in Grade 4. Maze Fluency is used to monitor students' overall progress in reading.

CBM Maze Fluency can be administered to a group of students at one time. The examiner presents each student with a maze passage. In a CBM Maze passage, the first sentence is left intact. Thereafter, every seventh word is replaced with a blank and three possible replacements. Only one replacement is semantically correct. Students have 2.5 minutes to read the passage to themselves and circle the correct word for each blank. The examiner monitors the students during the 2.5 minutes and scores each test later. When the student makes three consecutive errors, scoring is discontinued (no subsequent correct replacement is counted). Skipped blanks (with no circles) are counted as errors. The score is the number of correct replacements circled in 2.5 minutes. Thirty alternate forms are available for each grade level.

Administration of CBM Maze Fluency is as follows:

Examiner: Look at this story. (Place practice maze on overhead.) **It has some places where you need to choose the correct word. Whenever you come to three words in parentheses and underlined (point), choose the word that belongs in the story. Listen. The story begins, “Jane had to take piano lessons. Her mom and dad made her go. Jane (from/did/soda) not like playing the piano.” Which one of the three underlined words (from/did/soda) belongs in the sentence?** (Give time for response.) **That’s right. The word that belongs in the sentence is “did.” So, you circle the word “did.”** (Demonstrate. Continue in this way through the entire practice activity.)

Now you are going to do the same thing by yourself. Whenever you come to three words in parentheses and underlined, circle the word that belongs in the sentence. Choose a word even if you’re not sure of the answer. When I tell you to start, pick up your pencil, turn your test over, and begin working. At the end of two-and-a-half minutes, I’ll tell you to stop working. Remember, do your best. Any questions? Start. (Trigger the timer for 2.5 minutes.)

When scoring CBM Maze Fluency, students receive one point for each correctly circled answer. Blanks with no circles are counted as errors. Scoring is discontinued if three consecutive errors are made. The number of correct answers within 2.5 minutes is the student score.

Suggested norms for Grades 2-6. Norms are not available for Grade 1 because Maze Fluency isn't recommended for progress monitoring at first grade.

Grade 2	Fall	Winter	Spring
25th	3	5	8
50th	4	9	12
75th	7	13	16

Grade 3	Fall	Winter	Spring
25th	8	11	13
50th	11	14	16
75th	14	17	20

Grade 4	Fall	Winter	Spring
25th	9	13	16
50th	11	17	19
75th	15	21	23

Grade 5	Fall	Winter	Spring
25th	12	15	16
50th	17	20	22
75th	22	26	28

Grade 6	Fall	Winter	Spring
25th	12	16	17
50th	18	23	22
75th	24	30	30

CBM Maze Fluency: References and further reading:

Fuchs, L.S. & Fuchs D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21, 45-58.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27-48.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., & Ferguson, C. (1992). Effects of expert system consultation within curriculum-based measurement using a reading maze task. *Exceptional Children*, 58, 436-450.

Fuchs, D., Fuchs, L.S., Mathes, P., & Simmons, D. (1997). Peer-Assisted Learning Strategies: Making classrooms more responsive to student diversity. *American Educational Research Journal*, 34(1), 174-206.

Maze Practice

Jane had to take piano lessons. Her mom and dad made her go. Jane (from/ did /soda) not like playing the piano. She did (bus/ tip /not) like the stupid songs. She did not (like/ boat/ fix) going to the lessons. Her parents (tall/ made/ camp) Jane so mad. They never let (box/ pen/ her) do anything fun.

THE DAY IT RAINED CATS AND DOGS

Graycross was a strange town. Strange things happened. Odd people lived [point/ there/ break]. Then Romey and his family [moved/ slips/ every] there. They were not strange.

Romey's father [seem/ jar/ ran] a bakery. He made donuts. They [tip/ warn/ were] covered with powdered sugar. He also [made/ jelly/ feel] breads, cakes, and pies. One day, Mrs. Smith [this/ fun/ came] in. "Do you have any pink [tennis/ honey/ chair] shoes in my size?" she said. "[So/ I/ As] wear a size eight."

Mr. Lane [cloud/ stared/ other] at her. "No, I do not. [This/ Save/ Food] is a bakery."

"Well, I do [one/ game/ not] really want pink tennis shoes anyway," [mean/ for/ she] replied. When she left, Romey and [do/ his/ yet] father laughed and laughed. What a strange [call/ town/ from] this was!

The mayor was 100 years [old/ rope/ this]. She drove a big car that [do/ was/ guy] filled with cats. The mailman drove [a/ so/ if] go-cart. Sometimes he drove on [hat/ pint/ the] sidewalks.

Then there was the Mills [brown/ teller/ family]. They walked backwards. No kidding. Mr. Mills [even/ free/ west] ran backwards until he hit that [has/ big/ cap] truck. What a sight!

Romey and [talk/ bar/ his] family liked Graycross. It was a [time/ happy/ gates] place to live. People were friendly [beg/ kit/ and] nice. Just one thing:

strange things happened. [One/ Sat/ Book] day, Romey was going to the [bakery/ check/ green]. The sky was dark. He heard thunder [fun/ cap/ and] the wind was blowing. It will [lion/ rain/ draw] soon, he thought. Then Romey heard [on/ me/ a] loud noise. It was the mailman [do/ on/ big] his go-cart. He rushed by, saying, "[Yet/ It/ Cup] will rain cats and dogs! I [have/ tips/ right] to hurry home. Hurry home!"

Romey [saw/ bell/ line] a brown thing hit the sidewalk, [mean/ have/ after] it fell from the sky. "MEEEEEOOOOW!" [sew/ the/ dot] cat screeched. Romey's eyes got big [clap/ bell/ and] he ran into the bakery. He [table/ looked/ young] out the window. Three dogs had dropped [bee/ tack/ out] of the clouds. "Dad! It is raining [cats/ for/ into] and dogs!" he said in a [loud/ gave/ blow] voice. "Do not yell, son," said [out/ his/ nine] father. He was working on a [cake/ four/ shot]. He did not look up. "Maybe [it/ had/ go] will storm some. Do not worry."

Romey [rest/ said/ born], "Look, it is REALLY raining cats [she/ tree/ and] dogs!" His father looked out the [fight/ window/ color]. Cats and dogs were falling out [as/ for/ of] the sky. Cats were chasing dogs. [Heap/ Dogs/ Tart] were chasing cats. What a terrible [sight/ wing/ come]! Then the sun came out. It stopped raining [wipe/ cats/ sun] and dogs. Romey and his father [stood/ brown/ year] at the window. Their mouths were [open/ game/ army]. Their eyes were big.

"We need to [how/ sap/ go] home, son. Mother will be worried," [hair/ said/ skip] Dad. "A pack of wild horses [fresh/ could/ talks] not drag me out," said Romey. [Jar/ Tip/ Or] could they? They went home.

CURLY-HAIRED CLARE

Clare had curly hair. She had the curliest hair of [supper/ anyone/ grape] in the second grade. It hung [down/ hello/ sheet] in foot-long ringlets. Yes, Clare had curly [hair/ still/ meet].

"Hey! Curly Clare!" shouted someone. Clare [broke/ would/ truck] not turn around. "Curly-haired-Clare, Curly-haired-Clare," [she/ cast/ wet] heard. "That's not my name," said Clare [draw/ year/ with] tears in her eye. "Please stop [a/ it/ or]. Leave me alone. My name is Clare, Clare Potts."

Clare [was/ job/ hut] sad as she walked home with [golf/ her/ laps] friend, Daryl. "Why do people make [cup/ star/ fun] of me? They are so mean," [body/ earn/ said] Clare. Daryl thought for a minute. [Big/ He/ How] said, "Yes, it is mean. But [bat/ do/ sip] you remember calling Terry a 'smarty-pants' [be/ hop/ on] Monday only because he made an A? [Sew/ Was/ You] made a C and you were [mad/ cat/ play]."

"I know," said Clare, "but it [is/ low/ we] not the same. They are making [at/ fun/ bee] of the way I look, not [about/ been/ know] how smart I am. Anyway, I [him/ dew/ was] not trying to be mean to Terry. [Be/ I/ So] was just mad at myself for [horns/ cookie/ making] a low grade."

"I think it [rest/ bell/ hurt] Terry's feelings anyhow. People always tease [him/ rat/ sip]--like calling him 'bookworm' because he [yes/ is/ go] so smart," said Daryl.

Then he [read/ had/ into] to go. His house was on [sign/ hurt/ the] next street.

Clare headed for her [house/ chase/ feet]. As she was walking to her door, [hop/ she/ put] looked down the street and saw Miss Lowe. Miss Lowe [was/ cap/ one] the most beautiful woman Clare had [gone/ play/ ever] seen. She was very tall and [down/ had/ ten] long, dark hair that matched her [big/ what/ tell] brown eyes. She had a sweet [tray/ smile/ bone] and waved down the street to Clare. Clare returned [the/ job/ tall] wave and the smile. She sighed [as/ eat/ cot] she thought how nice it would [tip/ lad/ be] to look like Miss Lowe.

Later [about/ drum/ that] day, Clare helped Mom in the [yard/ piano/ rock]. She saw Miss Lowe working in [sun/ push/ her] yard. Clare walked down the street [bit/ fun/ to] say hello. Miss Lowe was happy [cat/ to/ as] have a visitor while she worked.

"[Own/ How/ Is] are you, Clare?" she asked. "I'm [sad/ his/ was]," said Clare. "Everyone calls me [letter/ names/ wind] because I have curly hair. I [wish/ blow/ four] I looked like you." Miss Lowe laughed. [She/ Will/ Lie] said that people used to call [old/ her/ yelp] "Too-Tall-Tracy" in school. Clare [paint/ feed/ could] not believe it! Miss Lowe was [add/ we/ so] pretty.

"We all have been hurt [by/ now/ is] mean names. You just have to remember [how/ wet/ five] it feels," said Miss Lowe.

Clare thought [stone/ birds/ about] Terry. She smiled and knew she [would/ gone/ money] never call names again.

ANT FARM

Sharon was excited. It was her birthday. Her mother [said/ fill/ roof] she could open her presents right [think/ after/ beeps] breakfast. Sharon knew that she had [cap/ two/ leg] presents. She had seen them in [the/ was/ but] living room. One was a box [that/ wait/ nest] looked like a big book. The [about/ could/ other] was a very small package that [looked/ almost/ shovel] like one of the test tubes [of/ as/ in] her chemistry set. What could it [on/ up/ be]? Sharon could hardly wait for breakfast [is/ to/ am] be over. She immediately ran to [the/ was/ set] small present. She opened it. It [was/ out/ and] nothing but a tube of ants. [Must/ Ants/ Very]? What could she do with a [seen/ tube/ even] of ants? Besides, they looked like [they/ open/ like] were dead. Her mother smiled and [told/ does/ wolf] her to open the other present. [Starts/ Harbor/ Inside] the other package was a narrow [red/ box/ not] made out of clear plastic. The [had/ ran/ box] was filled with white sand. It [but/ you/ was] an ant farm. She had heard [warms/ about/ could] ant farms but had never seen [bit/ one/ can].

Sharon thought an ant farm would [it/ or/ be] fun but not with dead ants. [Put/ Fun/ Her] mother told her that the ants [try/ had/ one] been in the refrigerator. "Cold ants [these/ noise/ sleep]," she said. "When they warm up [just/ they/ make] will be very active."

The ant [only/ blue/ farm] also came with a little book. [The/ Can/ Pin]

book told her how to put [far/ was/ the] ants in the farm. It also [pond/ told/ blow] her how to feed and water [have/ them/ shop]. Sharon continued to read. The book [said/ barn/ what] that ants do many things. They [make/ soft/ hand] tunnels for places to live. They [that/ also/ song] make a place for the queen [to/ as/ or] live. This is where she can [owl/ far/ lay] her eggs. Only the queen can [ago/ lay/ and] eggs. All the other ants are [called/ heard/ prepare] workers. Most surprising was that ants [fun/ had/ she] hospitals. When one of the ants [and/ the/ got] sick or hurt, the others would [many/ take/ what] it to a special place until [as/ me/ it] got better. When an ant died [would/ there/ about] was even a grave yard.

Sharon [cameras/ someone/ thought] this would be fun. She didn't [also/ boat/ know] that ants were so smart. She wondered [what/ feet/ ever] an ant hospital looked like. She [also/ when/ told] wondered if there were doctor and [could/ start/ nurse] ants.

Sharon's mother said the ants [were/ deep/ next] waking up. Sharon put the ants [be/ my/ in]. They moved slowly at first. Soon, [classes/ however/ without], they started working. Sharon wondered how [face/ step/ they] knew what to do. She spent [hear/ barn/ many] hours watching the ants.