acadience® reading 7–8

Maze

Administration Directions and Scoring Key

Grade 8 | Benchmark 1

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Maze
G8 / Benchmark Assessment

Directions: Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Begin with the modeling and practice activities. The practice activities are designed to introduce the assessment task to the student. They are untimed and include correction procedures. The correction procedures are not used once the timing begins.

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 Maze student worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct 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. As a member of a family, you (pause) ***have, give, lead*** (pause) ***the right to put a poster on your bedroom wall. You should have circled the word "have" because "have" makes the most sense. Listen. As a member of a family, you have the right to put a poster on your bedroom wall.***

   Now it is your turn. Read Practice 2 <u>silently</u>. 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. You must*** (pause) ***put, obey, practice*** (pause) ***traffic laws. You should have circled the word "obey" because "obey" makes the most sense in the story. Listen. You must obey traffic laws.***

   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.***

5. Say ***Now turn to the next passage. Read the passage and circle the word that makes the most sense. Ready? Begin.*** Repeat this process with the third passage and then collect all of the Maze worksheet packets.

Timing	3 minutes. Start your stopwatch after you say "begin."
Reminders	• If the student starts reading the passage out loud, say ***Remember to read the story silently.*** (Repeat as often as needed.) • If the student is not working on the task, say ***Remember to circle the word in each box that makes the most sense in the story.*** (Repeat as often as needed.) • If the student asks you to provide a word or for general help with the task, say ***Just do your best.*** (Repeat as often as needed.)

Maze Scoring Key G8/BM 1/Passage 1

Turned Tables

When Makayla was cheated out of 12 dollars at the neighborhood garage sale, she eventually

realized that the incident had some positive aspects. For instance, she learned a couple of **valuable** 1

lessons about human nature. Nonetheless, Makayla **resented** being duped in such an obvious 2

way . She thought about the man who had **deceived** her and hoped his conscience was 4

tormenting him like a swarm of hungry **mosquitoes** . 6

Before the sale, Makayla and Alma had **scoured** their bedrooms and closets for items to 7

sell . Both teens had cast a critical **eye** at their possessions, assessing their worth as either 9

keepsakes or income producers. Makayla had wavered over whether to **sell** the guitar, which had 11

been a **birthday** present from her parents. Her enthusiasm for the **instrument** had long since 13

evaporated, but she was **reluctant** to part with a former treasure. When Makayla's **father** speculated 15

that the guitar might fetch 20 **dollars** at the sale, Makayla quickly **made** up 17

her mind. 17

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During the garage **sale**, Makayla noticed that a man was **inspecting** her treasured 19

guitar. He was strumming the **instrument** when Makayla approached him and explained that the 20

guitar had belonged to her. The man **remarked** that he wished to buy the **guitar** for his young 23

daughter but could not **afford** to pay 20 dollars. Makayla offered to **sell** it for 15, but 25

the man **shook** his head sadly and returned the **guitar** to the table. When Makayla envisioned a 27

little girl deprived of her first guitar on **account** of a few dollars, she offered the guitar for 12. 29

The **man's** face brightened, and he reached into his **pocket** only to discover that he had 31

left his wallet at home. He assured Makayla that he would **return** with the wallet in a matter 33

of **minutes**, and he turned to leave. Then he **abruptly** turned back around and inquired whether 35

Makayla might **allow** him to take the guitar home, just to **ensure** that it was the proper size for 37

his **daughter**. As security, the man offered his **wristwatch** to Makayla, claiming that it was 39

worth 50 dollars. Makayla placed the watch in her **pocket** and handed the guitar to 41

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her **customer**. That was the last she ever **saw** of the man and her guitar. The **watch**, as 44

Makayla's dad later determined, was **basically** worthless. 45

During the garage sale, Makayla and Alma had **flitted** among the tables, spending a 46

considerable **portion** of their profits from the event. Among the **items** Makayla bought was a 48

neighbor's linen **purse** that was the color of lilacs, Makayla's **favorite** flower. 50

That afternoon, as Makayla brooded about **having** been cheated, she consoled herself by 51

examining her purchases. She could not recall why the **magnifying** glass had seemed so attractive, 53

but the **purse** she bought from Mrs. Freethy was definitely a **sensible** buy. Makayla opened 55

the delicate snap on the **purse** and checked the purse's interior. Tucked into a **small** pocket of the 57

purse were two **folded** 20-dollar bills. Makayla gasped at her **sudden** good fortune. This 59

unexpected discovery more than **compensated** for her earlier loss. 60

Makayla's excitement **faded** as her memory of being cheated **returned**. Makayla grabbed 62

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the purse with money **intact** and walked over to Mrs. Freethy's house to **return** the 40 64

dollars. Mrs. Freethy was so **impressed** with her honesty, that she took the **recovered** money and 66

returned half to Makayla. Makayla **smiled** to herself on the walk home and **thought** that although 68

she was cheated, honesty always **pays**. 69

Sky Science

For ancient peoples, looking up into the night sky was more than a pleasant pastime; it had a

practical use as well. These earliest astronomers, with their naked **eyes** as their only tools, 1

studied patterns of **motion** of the sun, moon, planets, and **stars** for clues about changing seasons. 3

From these **clues**, they learned the best times to **plant** and harvest crops. Today, the two 5

sciences of astronomy and astrophysics have greatly **expanded** our knowledge of the skies. 7

Astronomy is the **study** of the nature, position, and motion of **stars**, planets, and other 9

objects in space, and the **relation** of these to the earth. Astrophysics, as its **name** suggests, is a 11

science that combines **astronomy** and physics. It is concerned with the **physical** and chemical 13

nature of planets, stars, and other **objects** in the universe. Astrophysics tries to **understand** how 15

these bodies form, how they **react** with other bodies, and how they **die**. The two sciences are 17

closely intertwined, or **closely** related to each other, but astrophysics **came** about much later than 19

astronomy. 19

Maze Scoring Key G8/BM 1/Passage 2

What we **think** of as modern astronomy actually dates back thousands of **years**. The 21

Greek scientist Ptolemy, who lived during the AD 100s, **created** a mathematical model of the solar 22

system that revolved around the earth. Copernicus, a Polish **scientist** in the 1500s, proposed the 24

first **heliocentric**, or sun-centered, model of the solar **system**. Galileo developed a telescope in the 26

early 1600s and **expanded** on the ideas of Copernicus. Johannes Kepler, also **working** in the 1600s, 28

came up with the first **laws** of planetary motion. In the late 1600s, Isaac Newton **used** 30

Kepler's laws and Galileo's observations to **propose** laws of physics that would explain **phenomena** 32

both on earth and in space. 32

With the **discovery** that the principles of physics extend beyond the **earth**, astrophysics 34

was born. Over the next 400 **years**, our knowledge and understanding of the **universe** has 36

expanded a great deal. New **objects** were discovered, some of which turned out to be **additional** 38

planets and some astronomers in the 1800s **thought** were nebulae, or clouds of gas and **dust**. 40

Also in the 1800s, scientists used a **new** instrument called a spectrometer to measure the 41

light coming from the stars. This instrument **helped** astronomers to access and study new, 43

detailed information. From the light, they could **learn** in what direction an object was **traveling**, 46

how hot or cold it was, what it was **made** of, and how much it weighed. 47

In 1929, American **astronomer** Edwin Hubble discovered that the large, spiral-shaped 48

nebulae were not clouds of dust at all, but instead were other **galaxies**. Hubble concluded that the 50

galaxies were far beyond the Milky Way, our **galaxy**, and that the universe must be **expanding**. By 52

the mid-1900s, scientists were **studying** how nuclear fusion powered the stars and the **origin** of 54

radio radiation coming from space. 54

Today, **powerful** telescopes located in space send back **detailed** images of galaxies, stars 56

and planets. We can **study** the places deep in the universe where **stars** were born. Scientists 58

can now study the **different** types of radiation, like x-rays and **gamma** rays, given off by distant 60

bodies in **space** . 61

The sciences of astronomy and astrophysics **have** changed radically since ancient peoples 62

first **stood** and looked up at the stars. However, even today the **naked** eye is still a useful tool for 64

studying the sky. Like the ancients, we can **look** up and see stars, planets, meteors, **comets** , 67

and asteroids. Unlike people who lived long ago, we **have** a better understanding of what we 68

are **seeing** . 69

The Lewis & Clark Expedition

In 1803, the United States was a young nation with dreams of expansion. That year, with the

Louisiana Purchase, President Thomas Jefferson **bought** 828,000 square miles of land from France. 1

The **size** of the United States doubled, but this **land** lay west of the Mississippi River in 3

uncharted territory. Jefferson asked Meriwether Lewis, his private **secretary**, to lead a 5

transcontinental, or cross-continent, **expedition** to the Pacific Ocean. Lewis asked his **friend** 7

William Clark to help him lead the **expedition**, which they called the Corps of Discovery. 8

On their **travels**, the men were to map the **entire** area, meet the Native Peoples, and **learn** 11

about its plants, animals, and resources. Jefferson also **hoped** they would find out whether the 12

Northwest Passage, a **supposed** water route to the Pacific, existed. For many **months**, Lewis and 14

Clark studied mapmaking, astronomy, and other **scientific** subjects. Then, on May 14, 1804, they 15

set off from St. Louis, Missouri, with more than 30 **men** in one large keelboat and two 17

smaller boats heavily loaded with food, clothing, **equipment**, and other supplies. Most of 19

the **men** were soldiers; others were voyageurs, men who **transported** supplies for fur 21

companies into and out of **remote** regions. 22

The Corps of Discovery traveled slowly up the Missouri River. Although the **large** boat had 23

a sail, the men often had to **row** against the river's strong current. As they **traveled**, Clark 25

used his new skills to **map** their route and Lewis gathered samples of **plants** and animals and 27

recorded other observations. In October, they **reached** what is now North Dakota. Winter was 28

approaching, so Lewis and Clark decided to **build** a fort near a large village of the Mandan 30

tribe. From the Mandan and the nearby Hidatsa, they **learned** about the territory ahead and 32

the **best** routes to take through it. They also **found** another translator, Sacagawea, a Shoshone 34

woman who was **married** to a trapper named Charbonneau. When the Corps of Discovery 35

set out the next spring, Sacagawea, Charbonneau, and their **newborn** baby traveled with the 37

group. 37

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As they **traveled** west, the group discovered that there was no Northwest Passage, so they had 38

to **take** a long and dangerous route across the Rocky Mountains. In the **fall**, the expedition 40

arrived at the Pacific Ocean. After **constructing** a fort near the ocean, the Corps of Discovery 41

spent the winter there. They began their **journey** home in the spring of 1806. Once they were 43

back on the **eastern** side of the Rockies, they separated into two **groups** so they could explore more 45

of the **area**. Lewis led a group north, Clark and his **group** headed south, and in August 47

they **reunited**. 48

The Corps of Discovery arrived in St. Louis on September 23, 1806 and were **hailed** as 49

heroes. Their journey had lasted for 2 **years**, 4 months, and 10 days and had **covered** 51

over 8,000 miles. Under the **steady** leadership of Lewis and Clark, only one **man** had been 53

lost. The Corps had drawn about 140 **maps** and had brought back another 30 maps **drawn** 55

by Native Peoples, trappers, and traders. These **maps** helped open up the new territory for 56

more **exploration** and soon other expeditions began heading west. The **term** "manifest destiny" 58

would not appear for another 40 **years**, but the Corps of Discovery was a prime example of this 59

belief that the destiny of the United States was to **expand** across the continent. 61