



acadience® reading 7–8

Maze

Administration Directions and Scoring Key

Grade 7 | Benchmark 3

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Maze G7 / 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 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. 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.
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Timing	3 minutes. Start your stopwatch after you say "begin."
Reminders	<ul style="list-style-type: none">• If the student starts reading the passage out loud, say <i>Remember to read the story silently.</i> (Repeat as often as needed.)• 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.)• If the student asks you to provide a word or for general help with the task, say <i>Just do your best.</i> (Repeat as often as needed.)

A Spot of Red

Armed with paper and plastic bags, Benjamin trudged reluctantly across the street to the

abandoned vacant lot. His friends were at the sports **field** in Hemphill Park pitching empty aluminum

cans into **garbage** containers as if they were baseballs. Why had he **promised** that he would clean up

this **ugly**, weedy, abandoned lot for his Earth Day **project**? Trying to beautify this

overgrown lot would be a **hopeless** task.

Benjamin stood on the sidewalk and **stared** uneasily at the littered space. Tires were

piled against a wall in one corner as if they had **escaped** from vehicles and then collapsed in

exhaustion. Sunlight glinted on empty brown and **green** bottles in the high grass, giving them a

dangerous glisten. Surveying the lot, Benjamin tried to **decide** on a plan of action. The more

quickly he cleared trash from the lot, the sooner he could **join** his friends at Hemphill Park.

Benjamin noticed the **recycling** bins and containers that his father had **promised** for the job.

His father always **emphasized** the importance of following through when you **made** a promise,

Maze Scoring Key G7/BM 3/Passage 1

and he always demonstrated it by **example**. Benjamin straightened his spine, pulled on his **gloves**, 21

and decided to start collecting the **glass** bottles. He had made a pledge to **surprise** his aunt 23

Maribel by cleaning up the **lot**. But even if he had just **made** the pledge to himself, it was 25

still a **promise** he had to honor. 26

For several **years**, Maribel had been staring out her **window** and dreaming aloud about 28

cleaning the **vacant** lot and creating a community garden that everyone in the **neighborhood** could 30

enjoy. According to his father, Aunt Maribel was a **dreamer** and that the world needed dreamers as 31

much as it **needed** doers. Benjamin supposed that he must be a **doer**. He could not envision what 33

Maribel **saw** when she gazed out her window and **imagined** the community garden. 35

Benjamin worked steadily throughout the **morning**, pausing occasionally to gulp water from a 36

metal canteen. By noon, he had filled four **recycling** bins with colorful glass, plastic bottles, and 38

aluminum cans. He had stuffed six large **leaf** bags with brush and limbs. Two **trash** containers 41

were crammed with paper and **cardboard** to recycle.

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As Benjamin stretched his **arms** above his head in satisfaction, he **noticed** a spot of

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red near the **jumbled** mass of tires. The rest of the **abandoned** vacant lot was fairly free of **trash**

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now, but his father had said he would **help** with tire removal. "I'll just let Dad **handle** that red

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whatever-it-is," Benjamin thought at first, but the **intensity** of the color intrigued him. Worried about

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disturbing a wild animal but keeping the **color** in his line of sight, he **cautiously** approached the

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tires. A scurrying and **rustling** in the overgrowth to his left **startled** Benjamin, but he kept

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walking.

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Benjamin, **moving** carefully to avoid the mess around the **tires**, finally identified the spot

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of red. It was a **beautiful** plant growing through the open circle of a **tire**. Droplets of water

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shone on its **velvety** green leaves and a red rose **graced** the space above the leaves. The

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tiny cups of its flower had captured some **water**, too. A smile spread across Benjamin's **face**

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as he looked at the plant: the first **contribution** to Maribel's community garden.

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Life Web in the Arctic Tundra

A biome is a living community of plants and animals in a certain climate region. In all biomes,

organisms, or living **things**, work together to maintain balance within the **environment**. These

organisms are classified into three **groups**: producers, consumers, and decomposers. Plants use

energy from the sun to produce food and to **grow**, so they are called producers. Consumers are

the **creatures** that consume, or eat, the plants and other **animals** within the community.

Decomposers are the **bacteria** and other tiny organisms that break down the **organic** matter. Even in

the earth's coldest **biome**, the Arctic tundra, life flows through these **connected** food webs.

The Arctic tundra is a **treeless** plain that encircles the North Pole. This **area** is arid, or

incredibly dry, and **extremely** cold, with short growing seasons and **poor** soil for plant growth.

Because of these **harsh** conditions, the producers that do succeed in the Arctic **tundra** are

primarily low-growing grasses, shrubs, flowers, and **lichens**. Lichens are a combination of algae

and **fungi** living together. Plants in the tundra are **short**, keeping them out of the icy **wind**,

Maze Scoring Key G7/BM 3/Passage 2

and they are grouped together for **protection** from cold and snow. These plants also **have** shallow 23

root systems and are able to **grow** on permafrost, a layer of permanently **frozen** subsoil and 25

partially decayed organic matter **common** in the tundra. 26

A variety of **creatures** live in the Arctic tundra and **act** as consumers in the biome. Like the 28

plants, these creatures have adapted to the **harsh** climate. Some have a thick layer of 30

fat, while others hibernate or migrate for the **winter**. Smaller mammals, such as squirrels, 32

lemmings, and **arctic** hares, eat the plants that grow. **Larger** herbivores, or plant eaters, also eat the 34

grasses, shrubs, and lichen. One kind of **large** arctic plant eater is the caribou, a large **deer** 37

with enormous antlers and long legs. **Caribou** are well-suited to life in the **tundra**. During the 39

winter, they grow heavy **coats** of hair that insulate them from the **frigid** air. They also have 41

very sharp **hooves**, which they use to cut away the **snow** and ice in order to reach the **lichen**. 44

Lichens, richer in nutrients than many other **tundra** plants, are the main part of the **caribou's** winter 46

diet. Caribou are one of few **mammals** that can eat and digest lichens, so there is **little** 48

competition from other animals for this **particular** plant. This is good news for the **caribou** since 50

they need to eat several **pounds** of food a day. 51

Decomposers are the **lowest** organisms on the food chain. When **lichens**, caribou, 53

and other organisms get eaten or **simply** die in the tundra, bacteria go to **work** breaking down the 55

organism's remains. The **critical** work of these decomposers releases valuable **nutrients** back into 57

the soil. Plants growing in the tundra **use** the nutrients to grow, and then the **plants** 59

provide food for animals in the tundra. The **cycle** of life repeats itself over and over **again**. 61

In the tundra, as in all **biomes**, every living thing plays a key **role** in keeping the biome 63

healthy. The **relationships** between each part of the biome are **necessary** and critical. Producers such 65

as lichen, **consumers** such as caribou, and decomposers such as **bacteria** are all important parts 67

of the tundra **ecosystem**. They cooperate with thousands of other **living** things to create a system 69

of **life** in this cold and harsh region.

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Damming the Nile River

The Aswan High Dam was begun in 1959 and completed in 1970; its construction changed life

in Egypt. Before the dam was built, the Nile River **flooded** almost every year, and the floods

were

destructive. Rushing water destroyed homes and **crops** and put lives in danger.

However, the **floods** also had a positive impact. The Nile **deposited** millions of tons of rich silt

and **created** a fertile plain on either side of its **banks**. During other years, there was little

snowmelt

from the south, and the river **receded**. In these dry times, people faced **drought** and famine. To

control the flow of the Nile River, the Aswan Dam **was** constructed. Like the annual floods, the

construction

of the dam solved some problems but **created** others.

Rising 364 feet above the Nile River, the Aswan High Dam **is** one of the largest

embankment dams in the **world**. An embankment is a raised structure **used** to hold back water

and to **prevent** flooding. The Aswan High Dam's embankment is built of **rock** and clay and has a

top **span** of 12,562 feet. Behind this **embankment** lies the world's third largest reservoir, Lake

Nasser. The **reservoir** can hold 169 billion cubic meters of **water**. 22

The Aswan High Dam has been used successfully to **control** the flow of the Nile River. The 23

dam captures floodwaters and releases the water when it **is** needed for irrigation in times 25

of **drought**. It also produces a huge amount of **hydroelectric** power. Hydroelectric refers to the 27

production of **electricity** using the power of water. Each **year**, the Aswan High Dam supplies more 29

than 10 **billion** kilowatt-hours of electricity. That amount of **electricity** could supply enough 31

power to run one million **televisions** for 20 years. As an added **benefit**, Lake Nasser is stocked 33

with perch and **supports** a fishing industry with a yearly **catch** of about 20,000 tons. 35

Along with these **benefits**, building the dam also created some **serious** problems. The 37

creation of Lake Nasser forced the **removal** and relocation of 90,000 people whose **homes** would be 39

covered by water, some to **locations** 600 miles away. Important historical sites **were** also put in 41

jeopardy, and many had to **be** taken apart and rebuilt on higher **ground**. 43

Maze Scoring Key G7/BM 3/Passage 3

In addition, the silt that made the Nile River **valley** soil so fertile is today trapped behind the

Aswan High Dam. Instead of **spreading** out into the river valley, the **silt** settles on the bottom

of Lake Nasser. As a **consequence**, farmers have had to use chemical **fertilizers**, more than one

million tons so far, to **enrich** their land. These fertilizers wash into the Nile River, are **carried**

downstream, and then empty into the Mediterranean Sea. Now over **half** of Egyptian farmland has soil

that **is** medium to poor. Another effect of the **loss** of this precious silt is that the Nile

River **delta** is eroding because the mouth of the **river** is not continually being rebuilt. Changes

in the **flow** of the river have also caused the **catch** of shrimp in the Mediterranean Sea to **drop**.

Since ancient times, the Egyptian people **have** relied on the Nile River for their **survival**. In

fact, about 95 percent of Egypt's **population** lives within 12 miles of the **river**, and almost all

its major cities **lie** near its banks. Controlling the flow of the **river** with the Aswan High Dam

has brought tremendous **benefits** to the region. However, despite the many benefits, Egyptians must

now **consider** how to tackle the problems the **dam** has caused.

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