



# acadience® reading 7–8

## Maze

Administration Directions and Scoring Key

### Grade 7 | Benchmark 2

Mary Abbott, PhD

Roland H. Good, III, PhD

Jacob S. Gray, PhD

Amy N. Warnock

Kelly A. Powell-Smith, PhD

Acadience Learning Inc.

**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.

|                  |  |
|------------------|--|
| <b>Timing</b>    | 3 minutes. Start your stopwatch after you say "begin."   |
| <b>Reminders</b> | <ul style="list-style-type: none"> <li>• If the student starts reading the passage out loud, say <b><i>Remember to read the story silently.</i></b> (Repeat as often as needed.)</li> <li>• If the student is not working on the task, say <b><i>Remember to circle the word in each box that makes the most sense in the story.</i></b> (Repeat as often as needed.)</li> <li>• If the student asks you to provide a word or for general help with the task, say <b><i>Just do your best.</i></b> (Repeat as often as needed.)</li> </ul> |

Not Really a Matter of Luck

Bella stared at the results of her try-out form that she had been clenching in her sweaty palm.

Perspiration had dampened the paper, changing its **texture** and making it as soft and **pliable** as an 2  
old cotton handkerchief. Only two **empty** slots remained at the Benning Performing Arts Academy, 3  
and Bella was **trying** to stay positive. Surely, she thought for the zillionth **time**, her performance 5  
was good enough for her to be **chosen**. She, Bella Masterson, deserved a place at the **best** 7  
performing arts school in the city. She **worked** every day, practicing and polishing her **singing**, 9  
dancing, and acting. Being chosen to **attend** Benning was based on talent but it was also somewhat a 10  
**matter** of luck. Due to the huge **number** of students auditioning to get into the **school**, there 13  
were many different teams of **judges**. Different judging teams might give more **difficult** ratings 15  
than other teams of judges. The **competition** for positions in the new class was **fierce**. Now that 17  
only two positions remained **open**, Bella began to question the fairness in the **selection** process. 19  
What if she had a **set** of judges that were too harsh? 20

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Over the **rhythmic** pounding of her heart, Bella could barely **hear** the next name that was 22

called. Her **shoulders** slumped when she heard someone else's **name**. The principal paused and 24

looked at her **clipboard** and the list of new inductees. This was her final **chance**. If her name 26

wasn't called, she would be **returning** to her old middle school. 27

Tension **settled** over the restless crowd of anxious **parents** and students. When the 29

principal called the very last **name**, a girl jumped up clapping and **shouting**. Stunned, Bella sat 31

and stared at the **girl** and felt like her spot was **stolen** away from her. It must have been a 33

**mistake** that she wouldn't be attending Benning. It wasn't **fair**, she fumed, and all the judges who 35

**watched** her perform were wrong. These judges didn't **understand** that failing to get into Benning 37

was a **tragic** situation for her. The drama and **dance** programs at her neighborhood middle school 39

were not nearly as **prestigious** and she had her heart set on **getting** chosen. Bella sighed rather 41

dramatically and **stared** at the group of people surrounding the **lucky** soon-to-be academy 43

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students. That should be me, Bella **thought**.

As the moment's reality started to **seep** in, Bella's mother asked Bella to **reflect** on how she

would want to be **treated** if she was chosen to attend. Bella **realized** that she had auditioned with

other **talented** students who had worked just as **hard** as she had. The sad reality was that if she

were **serious** about performing, then she would have to **become** accustomed to rejection. Bella

decided the least she could **do** was congratulate the several members of the **group**. Imagining a

spotlight on her, Bella **straightened** her shoulders and walked across the **auditorium** with dignity, as

if she were a **character** in a play. When she reached the **students**, Bella was surprised to be able to

**congratulate** the students honestly and with genuine **wishes** for a great year.

Walking home, Bella **automatically** practiced the steps of her latest **tap** routine as her

mom walked along side of her. She **reflected** on what life as a real **performer** would be like. There

were no **guarantees** in show business, but she couldn't **let** that stop her from working hard

and

achieving

her dreams.

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A Closer Look

Have you ever wondered why you can't see the surface of the moon in greater detail? Scientists

working in the 1600s pondered this. They **discovered** that the eye contains a tiny **movie** screen, now

known as the retina, which **collects** light rays reflecting off objects. The **scientists** realized that

the retina is too **small** to collect enough light to view **distant** objects. But, they deduced, if you

had a **giant** eye with a giant retina, it could **collect** more light. Using this knowledge, the

**scientists** created a telescope, a device that would **enable** the human eye to see distant **objects**

more clearly. Telescopes allow us to **see** Saturn's rings, Jupiter's moons, faraway stars, and other

**celestial** bodies without leaving the surface of the **earth**. In the 1600s, this ability seemed

**miraculous**. If you've ever peered through a **powerful** telescope, you may agree that this is still the

**case** today.

Telescopes come in two main varieties: the **refractor** telescope, which uses glass lenses to

**collect** distant light, and the reflector telescope, which **uses** mirrors to collect distant light. The

most **common** variety of telescope is the refractor **telescope**. This type is made with a **long**,  
 narrow tube made of metal, wood, or **plastic**. Let's look more closely at how one **type** of  
 refractor telescope works.

When you **aim** this refractor telescope at the moon, **sunlight** that was reflected off the  
 surface of the **moon** enters the front end of the **telescope**. As it enters, it passes through a **convex**  
 glass lens called the objective lens. A convex **lens** is thickest in the middle and **thinnest** at the  
 edges. Since this lens is so much **larger** than the lens in our eye, it **collects** many more light rays  
 and bends them toward each other. The **light** rays then converge and create a **sharp**, focused image  
 of a distant object like the **moon**. In this process, many more light **rays** were used by the  
 larger glass **lens** to create this image. Therefore, the **image** is significantly brighter than the image  
**formed** by our unaided eye.

The second **lens**, the eyepiece, acts much like a **magnifying** glass, enlarging the bright



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image of the **moon** that was formed by the objective lens. The **light** rays from the eyepiece hit a  
 45  
**larger** area of your retina. You now **see** a huge moon, one so close you **feel** like you  
 48  
 could reach out and **graze** it with your fingertips. 49  
 If you've **ever** been to an observatory or other **stargazing** facility and looked through a 51  
 telescope, it was probably an **enormous** telescope. This is because a telescope's **ability** to collect 53  
 light is directly related to the **size** of its objective lens. This is **similar** to the idea that a bowl's 55  
**ability** to collect water is directly related to the **size** of the bowl. The bigger the **objective** lens, the 58  
 brighter the image appears. 58  
 The Yerkes Observatory in Williams Bay, Wisconsin, **houses** the world's largest refractor 59  
 telescope. The lens is 40 **inches** wide and the tube is 63 **feet** long. The telescope is mounted on 61  
 a 75-foot **floor** that rotates. The lens points to a **place** in the sky that an astronomer **wants** to 64  
 study. The floor moves so that the **astronomer** can get to the eyepiece and **gaze** through the 66

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telescope. The telescope at Yerkes **can** capture precise images of distant objects,

**facilitating**

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research on the moon and other **celestial** bodies.

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Changing the Ruler, Changing the Rules

The Glorious Revolution took place in England from 1688 to 1689, during the rule of King

James II. One major result of this great **change** was that Parliament, rather than the **monarchy**,  
became the ruling power of England. British **kings** and queens could no longer claim **absolute**  
rule over their subjects. King James was also **removed** from the throne and replaced by his **daughter**  
Mary and her husband.

The story of the **event**, sometimes called the “Bloodless Revolution,” had to **do** with  
religion, ambition, and politics. In many **ways**, it was not such a glorious **matter**, nor was it  
bloodless, since many **people** in England, Scotland, and Ireland lost their **lives** in the struggle.  
In the end, the **revolution** led to a constitutional monarchy. This **meant** that a British king or queen  
**remained** the head of state but with far more **limited** powers.

King James had been Roman Catholic, but most of the **people** of England at that time were  
Protestants. They **were** upset that the king was making **laws** and taking other actions that

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favored the Catholic Church. They **looked** forward to the rule of the king's Protestant **daughter**,  
 Mary, when the king died. When King James's **wife** gave birth to a son, a Catholic **male** heir,  
 they became even more upset.

**Several** powerful English leaders began plotting to **take** power away from the king. They  
**sent** a message to Mary's husband, William of Orange, a Protestant Dutch **ruler** and a nephew of  
 King James. The **leaders** asked William to bring an army to **defeat** King James and restore  
 Protestant rule.

William **agreed** to come, mainly because he wanted England's **help** in limiting the  
 power of France in Europe. He **thought** that if he gained strength in England, he could likely **lead**  
 the country into war against France. With his **large** fleet of ships and army, William **landed** on  
 English soil. He slowly worked his **way** toward London, meeting little resistance. In Ireland and  
 Scotland, though, **battles** raged between supporters of William and those of King James.

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William's **forces** won the battles, at a cost of many **lives** in the two countries.

Those close to King James **began** to desert him in great numbers; that **group** of

deserters included his daughter Anne. In **ill** health and fearing for his life, the **defeated** king

fled to France. With the **king** gone, a group of English leaders **met** to debate what to do next.

Had James **given** up the throne, or was he **simply** an absent king?

Parliament finally decided that James had indeed **given** up the throne by fleeing to France. The

**crown** was offered jointly to William and Mary. In **accepting** the throne, King William III and

Queen Mary II agreed to a Declaration of Rights that **outlined** the relationship between the crown and

Parliament. It **placed** far-reaching limits on royal power. For **example**, rulers could no longer do

away with **laws** or impose taxes at will. They also could not **have** a standing army in times of

**peace** without the approval of Parliament.

When the **declaration** was passed as law by Parliament, it **became** known as the Bill of

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Rights. It became a **key** document in England's development of citizens' **rights**. Years later, its

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statement of rights **became** a model for the Bill of Rights in the United States Constitution.

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