



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Grade 7 | Progress Monitoring 3

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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.)

The Stranger in a Faded Hat

Sometimes being really awful at a particular sport is just the inspiration you need in order to

become really good at something else. That goes nicely with another lesson I **learned** recently.

Always be gracious to someone who **offers** you advice, even if he doesn't **seem** important,

because you never know who this **person** might be.

This episode started when I **attempted** to become an outstanding baseball player like my

older brother, Gabe. I practiced batting and **pitching** for months. Both Dad and Gabe **offered**

helpful pointers, but I remained about as **skillful** as a rooster on a bicycle.

I finally **abandoned** baseball after Dad reminded me that I could **admire** Gabe's ability

without having to duplicate it. He also **pointed** out that I had my own **unique** talents, and was

starting to get really **good** at playing golf. Besides, I actually **enjoy** the challenges I faced when

playing **golf**.

Thanks to Dad's encouragement, I decided to **concentrate** on improving my golf game.

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Most **afternoons**, when school ended, Gabe drove me to a **practice** range, where I would get a

bucket of balls and practice golf shots. On **weekends**, I played several rounds of golf at the

municipal course.

One Saturday morning, before beginning a **game** of golf, I was taking several **preliminary**

swings. One of the course pros, a **friend** of my father's, walked toward me **accompanied** by an

older man. The older **man** had a weathered face and was **wearing** a faded golf hat and

slightly **rumpled** clothes.

The pro greeted me with a **wide** grin and remarked that my golf **swing** was very

impressive. He then asked if his **friend** could offer a little advice that might **increase** the power of

my swing. I was **eager** to begin my golf round, so I **felt** somewhat trapped by the situation. I

smiled weakly and answered that I would **welcome** his advice.

When the stranger asked if I had any **experience** hitting a baseball, I had the **sudden** urge

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to grab my clubs and **take** off running. He quickly explained that the only **similarity** is that both a

batter and a **golfer** shift the weight on their legs and **rotate** their upper bodies. This generates the

power required to hit the ball a **good** distance. To demonstrate this idea, the **man** borrowed

my club and smacked the **ball** off the tee.

The ball ripped through the **air** at warp speed and finally landed about a **mile** down

the course, or so it **seemed**. My jaw hung open, gaping at what had just **happened**. Then I swiveled

my head to **regard** this person whose face was beginning to **seem** somehow familiar.

The man chuckled and **suggested** playing a round of golf together. I **eagerly** accepted his

offer and added that I would be **grateful** for more helpful advice from him. He **left** to retrieve

his clubs from the **clubhouse**.

The pro, who had been observing this **scene**, said I was one of the **luckiest** kids

alive. When he noticed my **puzzled** expression, he laughed. Then he explained that the **stranger**

was Jack Nicklaus, one of the greatest **golfers** of all time.

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I had seen Jack Nicklaus on **television** dozens of times, but I had not **recognized** him in the

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faded hat. While I **waited** for him to return, I stood there **holding** my bag of clubs, feeling excited

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and **nervous**. I had never been so grateful to be really **awful** at baseball.

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The Earth Forms

The earth, like everything else, had a starting point. Scientists believe that the earth, along with

the **sun**, and all the other planets in our **solar** system, formed about 4.5 billion years ago.

How **did** the earth form? We have been **puzzling** out the answer to that question for a

long time.

Most scientists believe our solar **system** formed out of a spinning cloud of **gas** and dust

called a nebula. The gas was likely **made** up mainly of helium and hydrogen, most of which **went**

into the formation of the sun. Over millions of **years**, the center of the nebula began to **collapse** and

compression heated the gases at the **core** until nuclear fusion began. After the **sun** began to

burn, more millions of **years** passed. Slowly, the earth and the other **planets** formed by accretion.

Accretion is the **coming** together of small bits of dust and **gas** to form larger clumps of

material. As **accretion** progressed, the effects of gravity increased. More and more **material** was

pulled together, increasing the size of the **planets**.

The new planets attracted bigger and **bigger** objects, including planetesimals, chunks of rock

big

enough to have their own gravity. Some of the

accretion

took place when meteors or comets

crashed

violently into the surface of the **planets**.

One leading theory about the earth's

moon

suggests that it formed as a

result

of one such violent collision. Many

scientists

think a blow from a

large **planetesimal** blasted material off the earth and

sent

it into space. Some of the

material

eventually collected together and formed the

moon

, probably some time in the earth's first 100

million

years

As the earth formed, it was

extremely

hot. The collisions of other chunks of

space

matter with the earth generated enough

heat

to melt rock. Magma, which is

molten

, or melted,

rock, formed into pools that

covered

the earth's surface. This earliest period of the

earth's

history is called the Hadean, named after the Greek

god

Hades who ruled the underworld.

The **impact** from space objects gradually decreased and the

earth

cooled, producing a solid

Maze Scoring Key G7/PM 3/Passage 2

layer called the **crust** that covered the liquid magma. Heavier **matter**, mostly iron and nickel, settled

at the **earth's** center and became the earth's core. Between the **core** and the crust, a thick, rocky

layer formed called the mantle. The mantle layer **makes** up most of the earth's mass

and **weight**.

On the surface, oceans probably existed. However, the **continents** as we think of them today

had yet to **form**. Over millions of years the earth **cooled**, with frozen oceans and snow

covering the **land**. The earth was saved from a **frozen** fate by the creation of its early

atmosphere from volcanic activity.

Geological data, information about the **earth's** history found in rocks, gives us **facts**

about the earth, but it does not **tell** us everything. For example, the oldest **rocks** that scientists

have found are 3.8 billion years **old**. The earth, however, had existed for about 600 million years

before those **rocks** were formed. Plate tectonics, the formation and **reformation** of the earth's

crust into large **masses** of land, may have destroyed some of the earth's early **rocky** material as

new surfaces were created.

This **continual** forming and reforming of the planet's **surface** has made determining the age

of the **earth** a challenging task. Scientists continue to **study** the earth to learn more about

its **history** and its formation. For a planet that **has** been spinning through the solar system for

billions of years, the **earth** is still remarkably mysterious.

First Peoples of Canada

Modern Canada is home to many ethnic groups. Some groups have a history that **dates** back to 1

the first Europeans on its **shores**. However, some groups have an extended **history** that dates back 3

much farther than the **arrival** of the first Europeans in the 1500s. In **fact**, Indigenous people from the 5

area had already **been** living there long before European settlers had **arrived**. Today, Canada 7

honors three distinct groups of Native **people**, and the country's long and rich **history** includes 9

accounts of these three cultures. 9

First Nations are the **largest** group of Native residents. Different theories have tried to 10

explain how the first people arrived in Canada. Some **experts** think that the first people crossed the 12

Bering **land** bridge from Siberia into Alaska around 12,000 **years** ago. Other experts think 14

that they **arrived** by boat on the western shores of North America. There **is** also evidence that 16

First Nations people are **linked** to people in areas of Asia. 17

Canada's Indian Act, **written** in 1876, defines two legal Indigenous groups or **members** of 19

the First Nations. The name "Indian" came from early explorers' **voyages**. Thinking they had landed

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in India, these explorers **referred** to all Indigenous people of the **region** using this name. Status

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Indians are **included** on the Indian Register, which by **law** defines them as "Indian" and grants

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them certain **rights** and payments. For example, Status Indians **have** the right to live on the

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reserves and lands set aside for their **use**. Today, there are more than 50 First Nation **groups**

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living in 615 distinct First Nation **areas**.

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Separate from the First Nations are the Inuit, the Native **peoples** who first lived in the northern

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Arctic **region**. "Inuit" means "the **people**," and this is how the Inuit **prefer** to be named. Some

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experts think that about 5,000 **years** ago, the Inuit people settled into **areas** to the east and north

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of Canada. The Inuit today are **spread** out from western Alaska and across **northern** Canada, all the

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way to Greenland.

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The third **group** of Native people is the Métis, those of **mixed** European and First Nations

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Maze Scoring Key G7/PM 3/Passage 3

birth. The Métis	people	, although not Status Indians, were critical to the	growth	of Canada.	42
Working as guides, agents, and	mediators	, the early Métis helped various First Nations	people		44
and explorers interact. The Métis were	granted	status as a separate group from Canadians, First			45
Nations, and Inuit after more than 100	years	. In 1982, a key act passed by	government	finally	47
defined Métis, First Nations, and Inuit as the three Indigenous	peoples	of Canada. Over the past			48
century, many Métis	have	mixed in with the wider culture.			49
When the first	explorers	arrived, about 200,000 First Nations and Inuit	ethnic	groups	51
spread out across Canada. Over a million	people	were identified as Indigenous in the early 20th			52
century		. Today, First Nations, Inuit, and Métis reside in	groups	in areas throughout Canada. Some	54
groups	live	on reserves, some live in urban	districts	, and some reside in rural towns and in	57
regions. These three distinct groups are all	part	of Canada's rich and varied history.		remote	58