



# acadience® reading 7–8

## Maze

Administration Directions and Scoring Keys

Grade 7 | Progress Monitoring 2

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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.

|                  |  |
|------------------|--|
| <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> |

Maze Scoring Key G7/PM 2/Passage 1

Number 14

While tossing his football in the air and catching it as it spiraled down, Caleb trudged slowly

toward the football stadium. He was not looking forward to the **announcement** he was about to make.

He **wondered** if his classmates would keep in **mind** his good intentions, or if they would just

**resent** him forever after this bad news.

It all **started** when his school's library budget was recently **cut** and Caleb had decided

he would **try** to raise money to help purchase **new** books. The idea of organizing a **father** and

son football game seemed like a **good** way to raise funds. Then Caleb had an even better

**idea**, one so farfetched that it almost **sounded** ridiculous: What if he could get his

**school's** most famous alumni, professional football player Jimmy Youngblood, to **participate** with

his son in a fundraising **game**? That would generate serious interest. In the **end**, Caleb had come

remarkably close to **making** this happen, so close that he had actually **promised** everyone that

Jimmy was coming. The **problem** was that he couldn't deliver on this **promise**.

Maze Scoring Key G7/PM 2/Passage 1

Caleb threw the football as high as he could and

**chased**

it as it bounced away from his

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**outstretched**

hands; anything to delay the inevitable. The

**thing**

was, at first Jimmy actually did

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**agree**

to participate in the game, but another

**commitment**

had arisen at the last minute in the

25

**quarterback's**

schedule and he had to cancel. His

**manager**

called with the news yesterday. He

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**told**

Caleb how much Jimmy wanted to

**participate**

in the game and how hard he had

**tried**

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to make it work. The conflict was that Jimmy's

**son's**

birthday was the same day as the

**game**

, and

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they were having a party. Caleb

**knew**

that nobody, not even the swiftest

**quarterback** in the

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country, could be in two

**places**

at once.

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As Caleb walked down the

**hallway**

to the locker room, he could

**see**

Youngblood's jersey

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displayed in a glass

**case**

in the hallway. The number 14,

**set**

in scarlet, was so bright

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it

**seemed**

to shimmer and vibrate. Ten years before, Jimmy Youngblood had

**worn**

the jersey

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when he was the

**school's**

varsity quarterback. Now, Caleb was the

**current**

quarterback. He had

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Maze Scoring Key G7/PM 2/Passage 1

purposefully chosen to **wear** the number 14, too, just like his **idol**.

Ticket sales had exceeded his wildest **dreams**. He knew that the stadium was **going** to be

packed with people expecting to **see** a superstar. He hoped that everyone who had **purchased**

tickets wouldn't demand a refund. Caleb **envisioned** that his announcement would be greeted with

**sustained** groans and boos all directed at him. He **knew** it was his fault that the **emphasis** had

shifted from raising money to **witnessing** a professional football player in action. However, there

wasn't much he could **do** about that right now. Caleb kept **reminding** himself that this game

was about **raising** money for the library, not about one **person's** disappointment or failure.

Caleb tugged his **jersey** over his head and prepared himself to **announce** to the

crowd in the stadium that the **famous** guest would not be participating in the **charity** football

game. Then suddenly, Caleb heard a **voice** from behind him. "I guess number 14 is already

**taken**," a voice said.

Maze Scoring Key G7/PM 2/Passage 1

Caleb whirled around; there,

**towering**

over him, larger than life, stood Jimmy Youngblood.

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Behind the **football** player were his son and an

**entire**

birthday party. The game would go on

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as

**planned**

!

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The Chunnel

The English Channel is a water passage that connects the Atlantic Ocean with the North Sea.

Ranging in width from about 21 **miles** to 150 miles, this channel forms a **barrier** between Great

Britain and France. For most of **history**, the only way to convey people and **goods** across the

channel was by ferry or, more recently, by **airplane**. Since 1994, though, there has been a third

**option** for travel and transport between Great Britain and France: the Channel Tunnel, or Chunnel.

**Constructing** the Chunnel was one of the **greatest** engineering feats ever attempted.

Imagine the **immense** planning and effort involved in carving a 31-**mile** long tunnel

through rock beneath 150 **feet** of water. Engineers had to consider where, exactly, to **build**

the tunnel. They decided on a **thick** layer of chalky ground because it would **be** easiest to

bore, or drill, through. **Workers**, 13,000 of them, had to **be** hired, and special drilling machines

had to be **built**. Each of these tunnel boring machines, or TBMs, was 750 **feet** long and

weighed more than 15,000 **tons**. The TBMs, 11 in total, could **chew** through 15 feet of chalk

## Maze Scoring Key G7/PM 2/Passage 2

per **hour**

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Construction began in 1987 and was **carried** out by a team from France and a **team** from

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England. The goal was for the **teams** to meet in the middle. As the **digging** progressed, the sides of

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the tunnel were **lined** with concrete. This provided extra support and **helped** waterproof the

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tunnel. The tons and **tons** of chalk being dug out were **collected** and hauled out of the tunnel.

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The **debris**, called spoil, was taken to the **surface** on railroad wagons on the British **side**. On the

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French side, spoil was **mixed** with water and pumped out through a **pipe** to France.

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The question of what to **do** with all this rock was an **engineering** problem itself. The

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British decided to **dump** their part of the rock back into the **sea**. To avoid polluting the waters

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of the English Channel with too much **chalk**, they built a giant metal and **concrete** seawall. The

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rock rose higher than **sea** level, and the British ended up with 73 **acres** of new land. The land

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has **been** turned into a park. The French were **able** to dump their rock on land, **creating**

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## Maze Scoring Key G7/PM 2/Passage 2

a new hill.

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On December 1, 1990, **workers** met in the middle, connecting the two **sides** of the tunnel.

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This first of three **tunnels** was designed and built to be the **service** tunnel. Digging continued on the

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other two **main** tunnels and the northern tunnel was **completed** in May 1991. The southern tunnel

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was completed in June 1991 and **crossover** tunnels, stations, electrical and safety systems, and the

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**train** tracks all followed. Finally, a test **run** of the whole system was completed in 1993,

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and the Chunnel **officially** opened in 1994.

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The Chunnel is **made** up of three main parts. There are two **rail** tunnels, with crossover

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passages that allow **trains** to switch from one track to the other. A third **tunnel**, which runs

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between the two rail **tunnels**, acts as a service and escape **tunnel**. Individuals cannot drive

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themselves through the Chunnel. Instead, **people**, cars, and trucks are all transported on **trains**

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that move as rapidly as 100 **miles** per hour. They make the trip through the Chunnel in as **little** as

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## Maze Scoring Key G7/PM 2/Passage 2

20 minutes.

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In its first 5 **years** of operation, 28 million people used the Chunnel, and

**businesses**

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shipped 12 million tons of freight through it. The Chunnel is a **beneficial** artery for travel and trade,

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and it **stands** out as one of the world's most **impressive** engineering marvels.

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Ancient People: The Incas

About 600 years ago, the Incas were one of many small tribes living in South America.

Amazingly, within a century, they created an **empire**. They conquered territory stretching from

modern-day Ecuador in the **north** to Chile in the south, taking in hundreds of **square** miles and

millions of people.

The Incas **were** ruled by an emperor who was **considered** a god and who had absolute

**authority** over the people. Groups who joined the **empire**, peacefully or through military force,

added **territory** and population which increased the wealth of the **empire**. All crops and goods

were produced for the **state** and went to fill the emperor's **warehouses**. In return, he redistributed,

or **spread** around, the property, food, and clothing. The **common** people received parcels of land

according to the **size** of their family. The bigger the **family**, the bigger the piece of land they

**received**. On their land, families grew corn, **potatoes**, tomatoes, and squash, and they raised

**llamas** and alpacas, which provided wool and **food**. Additionally, each person was required

### Maze Scoring Key G7/PM 2/Passage 3

to **work** for the state for a certain **amount** of time. Called “mita,” the job might **be** 22

helping to build a temple or a **road** or to work in the army. 23

It **was** crucial that all the components of such a **large** empire be connected, so the 25

Incas **built** an impressive system of roads. At the **time** only rudimentary, or very simple, tools 27

**were** available. The Incas had neither wheels nor **horses**, yet they built thousands of miles of 29

**roads**. They also constructed braided rope bridges that **spanned** rivers, and stone steps that made 31

**mountains** passable. Two main roads ran north and **south**, while connecting roads ran east and 33

**west**. The roads allowed the emperor's armies to **conquer** new lands and then add people to the 35

empire. The **roadway** system was also used as a **way** to carry goods from place to **place** within 38

the empire. Given the extent of their **power** and land holding, the Incas did not **need** to trade with 40

other groups. Messengers, who **were** strong young men, used the roads to **deliver** messages. 42

One man would run until he **met** another messenger who would then continue **running** to the 44

Maze Scoring Key G7/PM 2/Passage 3

destination. In this way, **important** messages traveled about 200 miles a **day**.

Another crucial component for the Inca **people** was religion. The Incas worshiped many

**gods** and believed the emperor to be a **child** of the gods. The state system of **religion** was

spread throughout the empire, and **temples** were built in all parts of the **territory**. A portion of the

crops, clothing, and **goods** created by the people of the empire **went** to support the

temples and the **priests** who lived in them. The Incas **believed** the gods controlled all parts of

**life**, so they made frequent offerings to **keep** the gods happy. Offerings included food,

**animals**, and the fine weaving and metalwork the Incas **created** from wool and gold.

In the 1500s, Spanish **conquistadors**, or explorers, arrived and immediately wanted the

**fortunes** of the Inca people. The Spanish **took** apart the empire, looted much of the **gold**

and art, and set their own **religion** and government system in place. However, they also **recorded**

their findings in South America; these first-hand **accounts**, as well as surviving artifacts, give us

our **knowledge** of ancient Inca civilization.

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