



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Grade 8 | 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.)

Breakthrough

Usually, Arturo enjoyed strolling down the spacious boulevard to the Carver Public Library on

Saturday mornings. Towering poplar trees grew alongside the **wide** street, offering leafy shade 1

from spring through the **autumn**. Today, their branches were beginning to **leaf** out, and neon dots of 3

brilliant **green** decorated the limbs, but Arturo ignored the poplars overhead and **focused** on the fact 5

he was missing **practice** because he tutored third-grader Matthew in **reading** and mathematics 7

every Saturday. It wasn't Matthew's **fault** that batting practice had been moved from the **afternoon** to 9

the morning, but Arturo wished he could **skip** this tutoring session. 10

Catching a glimpse of Matthew **sitting** dejectedly on the library steps, Arturo **increased** 12

his pace. Matthew didn't look any **happier** to be here than Arturo, so maybe they could **breeze** 14

through the lessons this morning and **leave** early. But Arturo also remembered that Matthew really 15

needed to improve his reading and his **math** skills. It was essential that they **accomplish** the 18

goals that Arturo had recorded on his **lesson** plan for today's session. Otherwise, it 19

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was **useless** for them to meet.

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Matthew barely **grunted** a greeting to Arturo. Instead, he **stood** up, entered the library,

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and trudged to the **table** where they always sat. He dumped his **pack** on the table, causing

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everyone within **earshot** to turn around and telegraph disapproving **looks** at the young boy. Arturo

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gave Matthew a **warning** look but patted him on the **shoulder**. The session today might be a

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difficult one.

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Last Saturday, Matthew had been **excited** about checking out the book on **reptiles**, so they'd

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start by reading that **text**. When Arturo asked Matthew to produce the **book**, the third grader

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shrugged and said he'd **forgotten** to bring it. Then he began **kicking** the table leg: thunk, thunk,

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thunk. Everyone **turned** around again and shot them strongly **disapproving** looks, and the

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librarian looked as if she **wanted** to throw them out of the **building**. Gritting his teeth so he

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wouldn't **blurt** out that he didn't want to be here either, Arturo **dug** the book on snakes out of his

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own **backpack**. He'd learned to always bring a **back-up** copy of a book for Matthew, who **tended** to be forgetful.

As Arturo zippered his **backpack**, its weight shifted, and a book **tumbled** onto the table.

Matthew grabbed the **book**, promptly identified the man in the **photograph** on the cover as “the hugely **great** baseball player, Roberto Clemente,” and announced that he **hoped** to be good one day. Arturo and Matthew **slipped** into their weekly conversation about baseball and the other **sports** they both adored. Then Arturo explained that the **level** of the Clemente text would be too **difficult** for Matthew and much of the **vocabulary** would be too sophisticated. Matthew argued that since he was **missing** the first Little League practice of the **season** because of this stupid tutoring session, the least Arturo could **do** was let him read something of his **choosing**. Arturo started chuckling, which upset Matthew, until Arturo **said** that he was bummed to be **missing** a practice, too.

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Matthew suggested they **skip** the tutoring session and go play **ball**, but Arturo had a

better idea. He **picked** up the Roberto Clemente biography and challenged Matthew to **read** it

with him. In a hushed **voice**, Arturo began reading. In an equally **hushed** voice, Matthew began

echoing the words. Soon, Arturo **let** Matthew take the lead, helping out when the **younger** boy

hesitated over an unfamiliar word.

It was a **great** tutoring session, and they finished by **agreeing** to find a different meeting

time if **baseball** conflicted again next week.

The Eiffel Tower

When people think of Paris, the familiar image of the Eiffel Tower often comes to mind. The

Eiffel Tower is one of the most **visited** monuments in the world, drawing about seven million

visitors annually. Tourists flock not only to **see** this monument in person, but also to **learn**

about its history and significance to Paris.

In 1886, **people** in Paris began preparations to host a world's fair. The **fair**, to

be held in 1889, would **celebrate** the 100th anniversary of the French Revolution. In **preparation**

for the event, the French government **wanted** a tower to be constructed that would **symbolize**

France's prosperous times, or what the French would later **refer** to as “La Belle Époque.” The

government **held** a contest to select the best **plan** for a 1,000-foot tower. The **height** was

significant, as it was approximately twice as **high** as the tallest building in the **world** at

the time. Gustave Eiffel, a smart, **careful** engineer who used his knowledge of **math** and science

to design and build **structures**, submitted the winning plan.

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In Eiffel's **day**, most large buildings were made of **stone**. Eiffel knew that a 1,000-foot

tall tower could not be made of **stone**, since the excessive weight would cause the **tower**

to completely collapse. Fortunately, Eiffel had **experience** designing and building bridges made of

iron, so he decided to use this **strong** but lightweight material to construct the

tower. Eiffel also gave great consideration to the **effects** of wind. He chose a latticework **design**

for the tower, knowing that the **openings** would allow wind to pass through the **structure** rather than

knock it down. Eiffel's **tower** design consisted of a base with four **supports**, called pylons,

which held a platform. Above that, the **pylons** tapered to a second platform. From there they

merged into one column, giving the Eiffel Tower its **unique** but now familiar shape.

Eiffel pioneered a **new** building process in which all of the **iron** pieces for the

building were pre-fabricated. In order to **ensure** the tower's strength and perfection, Eiffel, along with

his **fellow** engineers and designers, created more than 5,000 **drawings** of the tower. The

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drawings showed **exact** measurements for different pieces of the tower. Following these **designs**, 44

nearly 100 workers fabricated, or built, and **carefully** assembled the tower's pieces in Eiffel's 45

factory. In all, they built over 18,000 **different** pieces in the workshop. These parts of the tower, 47

ranging in size from a few centimeters to about 15 **feet**, were transported to the building site 49

where **approximately** 300 workers put the pieces together like a **giant** puzzle. Workers stood on 51

wooden scaffolding and **used** small steam cranes to assemble the **pieces**. As the tower 53

grew taller, workers **attached** the scaffolding and cranes to the tower itself. The **men** worked 55

up to 12 hours a **day** at unprecedented heights, yet, despite the **dangers**, only one man died. 57

Construction took just over 26 **months** to complete, and the tower opened in **time** for the 59

world's fair. 59

As specified in Eiffel's **original** plan, the first platform stands 189 **feet** above the 61

ground. The second level is 380 feet **high**, and the top of the tower **reaches** 1,000 feet. The 63

view from the is breathtaking and seems to include all of Paris. While it is no longer the

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tallest building in the world, the Eiffel Tower continues to be a symbol of France's

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uniqueness

and success for people around the world .

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The Middle Way

With between 150 and 300 million followers, Buddhism is one of the major religions of the world. Many Buddhists live in Asia, although in **recent** years, Buddhism has gained popularity in Western **countries** as well. Since it is so **widespread**, Buddhism takes many different forms. All of these **forms**, however, share a common history and some **fundamental**, or basic, ideas.

The founder of Buddhism, Siddhartha Gautama, was **born** in India in 563 B.C. The **son** of a ruler, Siddhartha was expected to **become** a ruler himself, but as a **young** man he grew dissatisfied with his **luxurious** life of wealth and ease. Reasoning that his **wealth** was the root of his unhappiness and **dissatisfaction**, he tried giving up his wealth for a **life** of poverty and hardship. This lifestyle **did** not bring Siddhartha contentment either. Finally, he **adopted** “the middle way,” a life somewhere between the two **extremes** of wealth and poverty. As a **part** of this new life, Siddhartha spent much of his **time** meditating, or focusing the mind on a **state** of inner peace. One day, while he was in this state of **inner** peace, he experienced the

intense enjoyment and **wisdom** he had been seeking for so long. Soon afterward, he **began** 22

traveling around India, teaching people what he had **learned**. He became known as the Buddha, or 23

“**enlightened** one.” 24

The Buddha organized his teachings into a **set** of ideas known as the Four Noble 25

Truths. Although there are many **different** philosophies, or schools of thought, in Buddhism, all of 26

them are **based** on the Four Noble Truths. The first of these **truths** is that life is a state of 28

suffering, pain, and misery. The second idea is that suffering is **caused** by ignorance, selfish desires, 30

and cravings. The third **idea** is that a person can overcome **suffering**; the fourth idea is that to 32

overcome this suffering, one must practice eight **ways** of living. These practices include saying 34

exactly what you **mean**, choosing meaningful work that carries you toward the **path** of 36

enlightenment, and training yourself to **release** selfish wants and desires. All together, they are 37

called the Middle Way, after his lifestyle. Buddhism **teaches** that if a person follows the 39

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Middle Way, he or she **will** reach the desired enlightenment, as the Buddha **did**.

Until a person obtains enlightenment, however, Buddhism **teaches** that an individual will be

reincarnated, or **reborn**, multiple times. Buddhists believe that a **person's** previous lives are

linked together like a **chain** of causes and effects. For example, if a **person** acts with kindness, or

compassion, in one **life**, he or she may be reborn with **greater** intelligence or enhanced social

standing. The opposite is also **believed** to be true. If a person **acts** hatefully or selfishly, he or she

may be **reborn** as a lower life form such as an **animal** or even a ghost. Eventually, when a

person has faithfully followed the Middle Way and **reaches** enlightenment, he or she may

break out of the **cycle** of death and rebirth and be **absorbed** into a state of pure

enlightened **bliss**.

Although Buddhists do not worship particular **gods**, they do have great reverence for their

founder, the Buddha. They hold ceremonies to **honor** his birth, his enlightenment, and

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his **death**, and they devote themselves to his **way** of life. Like him, they have **found** that a

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life of discipline, kindness, and **hope** can lead to greater happiness than what can be **found**

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through a life of selfishness.

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