



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Level 7 | Progress Monitoring 3

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Maze

L7 / Progress Monitoring 3

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. Make sure each student has a pencil. 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 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. The title of a map is the (pause) element, route, country (pause) that identifies its purpose. You should circle the word "element" because "element" makes the most sense. Listen. The title of a map is the element that identifies its purpose.

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. The purpose of a map might be to (pause) live, include, show (pause) streets in a city or hiking trails in a park. You should have circled the word "show" because "show" makes the most sense in the story. Listen. The purpose of a map might be to show streets in a city or hiking trails in a park.***

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.

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.

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

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

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municipal course.

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

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

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

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slightly **rumpled** clothes.

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

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

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

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

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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**

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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

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big enough to have their own gravity. Some of the **accretion** took place when meteors or comets

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crashed violently into the surface of the **planets**. One leading theory about the earth's

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moon

suggests that it formed as a **result** of one such violent collision. Many **scientists** think a blow from a

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large **planetesimal** blasted material off the earth and **sent** it into space. Some of the

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material

eventually collected together and formed the **moon**, probably some time in the earth's first 100

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million **years**.

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As the earth formed, it was **extremely** hot. The collisions of other chunks of

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space

matter with the earth generated enough **heat** to melt rock. Magma, which is **molten**, or melted,

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rock, formed into pools that **covered** the earth's surface. This earliest period of the

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earth's

history is called the Hadean, named after the Greek **god** Hades who ruled the underworld.

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The **impact** from space objects gradually decreased and the **earth** cooled, producing a solid

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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 past that **dates** back to

the first Europeans on its **shores**. However, some groups have a longer **history** that dates back much

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

the area had been **living** there long before European settlers had **arrived**. Today, Canada includes

three distinct groups of Native **people**, whose long and rich history is **described** in many accounts.

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

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

the Bering land bridge from Siberia into Alaska around 12,000 **years** ago. Others think that they

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

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

The Indian Act, **written** in 1876, defines two legal Indigenous **groups** or members of the

First Nations: Status Indians and Non-Status Indians. **Viewed** as offensive today, the name "Indian"

came from early explorers. Thinking they had **landed** in India, they referred to all people of the

region using this name. Status Indians are **included** on the Indian Register, which by law

recognizes them as "Indian" and describes their **rights** within Canada. For example, Status

Indians **have** the right to live on the **reserves** and lands set aside for their **use**. Today, there are

more than 50 First Nation **groups** living in 615 distinct First Nation **areas**.

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

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

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

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

Canada, all the way to Greenland.

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The third **group** of Native people is the Métis. In the past, the **term** has been used to

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describe those of **mixed** European and First Nations birth. Today, the Métis Nation **defines** the

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term as someone who self-identifies as Métis and is **distinct** from other Native groups, of Métis

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Nation **descent**, and accepted by the Métis Nation. The Métis people, although not Status Indians,

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were **crucial** to the growth of Canada. Serving as **guides**, agents, and mediators, the early

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Métis **helped** First Nations people and explorers interact. The Métis were **granted** status

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as a separate group from Canadians, First Nations, and Inuit after more than 100 **years**. In 1982, a

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key act passed by the **government** finally defined Métis, First Nations, and Inuit as the three

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Indigenous **peoples** of Canada. Over the past century, as they **faced** prejudice and rejection, many

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Métis have **mixed** in with the wider culture.

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When the first **explorers** arrived, about 200,000 First Nations and Inuit **ethnic** communities

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were spread out across Canada. More than 1.6 million people were **identified** as Indigenous in the 21st

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century. Today, First Nations, Inuit, and Métis **reside** in groups in areas throughout Canada.

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Some **groups** live on reserves, some live in **urban** districts, and some reside in rural **towns** and

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in remote regions. These three **distinct** groups are all part of Canada's **rich** and varied past and

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culture.

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