



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Level 7 | Progress Monitoring 1

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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. 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.)

Grandfather's Shoes

Hans boarded the school bus and headed for his favorite seat in the back. He placed the shoebox

containing his **grandfather's** worn shoes on the floor by his **feet** then yawned so noisily that

his **best** friend Leah, who was sitting behind him, **laughed**. Hans turned and grinned at her in

return, thinking again how much he had **appreciated** her help with shooting his film. They had

accomplished an enormous amount of work during **film** class that afternoon. Now it was just a

matter of editing the scenes and putting them in the most **effective** order for telling the story. Hans

was **confident** that his film would take the first **place** trophy for the best family heritage **project**

in the district.

Hans was exhausted, and the **motion** of the bus was making his **eyes** droop. He tried to

force them **open** a couple of times, but finally he **surrendered** to the bus's rocking motion. He

closed his eyes and imagined his finished **film**. The opening scene featured Grandfather

describing **life** as a shoemaker before he emigrated, or **moved**, to America from the Old Country.

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Grandfather's **eyes** twinkled when he described the process of **pounding** the leather in order to

soften it. His **voice** softened when he told of making **molds** of customers' feet so he could

cobble a shoe that would fit like a second **skin**.

Then there was the scene Hans and Leah had **methodically** worked on today: a reenactment of

Grandfather's **shoemaking**, starring their buddy Christopher as a **youthful** Grandfather. Clad in

Grandfather's ancient attire, Christopher **pretended** to cobble together a pair of **shoes** Grandfather

had actually crafted 65 years ago. They were the only **memento** Grandfather had managed to save of

his **craftsmanship**.

The next thing Hans knew, Leah was **grabbing** him by the shoulder and telling him to

wake up or he would miss his **stop**. He stumbled off the bus, still **shaking** his head to

clear the sleepy **daze**, and began to walk home. Suddenly he **gasped** and his limbs froze as he

realized he had forgotten to grab the **shoebox**! He frantically chased after the bus, **flailing**

his arms and bellowing, but it was no **use** . 44

Hans flung his backpack onto the **ground** and glumly sat down on the **sidewalk** with 46

his head in his hands. He **remembered** Grandfather's weathered face as he had **carefully** removed 48

the shoes from their shelf where they were **displayed** like a prized trophy. Grandfather had **lovingly** 50

and meticulously polished the white part of the **shoes** and then the black. Finally, he had 51

packed the shoes into a box and **gifted** Hans the precious shoes, and now Hans had **carelessly** 54

blundered and left the shoebox on the **bus** . He had to get those shoes back, today! 55

On the **way** home, Hans telephoned the school bus **company** but got their standard 57

recording. He **left** a frantic message and, after he **arrived** home, called back and left another. He 59

paced nervously back and forth across his **room** , willing his phone to ring. He was **scheduled** to 62

have dinner with Grandfather tonight, and he definitely couldn't **face** him without the shoes. 63

Suddenly, Hans **heard** Leah's voice downstairs and considered pretending he wasn't **home** . 65

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He couldn't face Leah or anyone in his **current** state. However, as Leah climbed the **stairs**, she

shouted, "Hans, I have a **surprise** for you!"

Hans immediately knew why Leah had **come**, and he was filled with gratitude. He **flung**

the door open and took the **box** from Leah, the best friend anyone could ever **ask** for. The shoes,

and Grandfather's trust, were **safe** and sound.

A Digestive Tale

After you swallow the last bite of your lunch, you proceed through your day. You probably

forget about the peanut **butter** and jelly sandwich, the apple, and the **pretzels** you just

consumed. Meanwhile, your body's **digestive** system goes into high gear. For the next **several**

hours, this system will be laboring to **digest**, or break down, the food that you've **eaten** and

transform it into usable energy.

The first **step** in the digestive process is chewing and **swallowing**. When you chew the

food in your **mouth**, nearby glands produce saliva, a fluid **secreted** into the mouth. Saliva contains

a **substance** that attacks the food and starts to **break** it down. When the food is **softened** into

mush, you swallow it.

Swallowing is a **voluntary** action that you can decide to **do** or not to do. Once you

swallow the last bite of a sandwich, however, your **decision-making** ends. From this point on, the

process will be involuntary, or automatic. The **muscles** of your body propel the food through

the **digestive** tract without your assistance. They do this by **contracting** and relaxing in order to

create a **wave-like** motion.

The chewed-up food travels down your **esophagus**, or throat passage, into your stomach. The

stomach has several functions: it stores swallowed **food** and liquid, it mixes the food and

liquid with gastric acid to further break the **food** down, and it empties this mixture into the

small intestine. Some foods, like bread, noodles, and **vegetables**, break down more rapidly than

denser **foods** such as meats and fats. This is why a **piece** of chicken will keep your body

satisfied longer than a salad will.

Once the **food** is pushed out of the stomach into the **small** intestine, the final stage of

digestion **begins**. In the small intestine, juices from two **organs**, the pancreas and liver, break the

food down into **microscopic** particles called nutrients. These particles are so **small** that they can

be absorbed through the **wall** of the intestine. The intestinal wall is **covered** with small,

fingerlike projections that make its **total** surface area very, very large. Therefore, the **wall** can

absorb millions of nutrients at a **time**.

If the nutrients start out as **carbohydrates** like breads, noodles, or vegetables, the **intestine**

will transform them into a substance **called** glucose. After the glucose particles pass through the

intestinal wall, they enter the bloodstream and are **transported** to cells throughout the body. Cells

use the glucose to give your muscles the **power** to move.

If the nutrients start out as **proteins** such as meat or eggs, they **will** be transformed into

particles called amino **acids**. After they pass through the intestinal **wall** into the bloodstream, they

are also **transported** to cells throughout the body. Cells **use** amino acids as building blocks to

repair old cells and build new ones.

If the **nutrients** start out as fat cells, they **will** be transformed into new varieties of

fats that are easily stored. The bloodstream **carries** these fat cells to different

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storage **locations** in your body. These fat deposits are like an **energy** bar in your backpack that can

be **used** when your body doesn't get sufficient **energy** from other sources.

Of course, some **parts** of the food you eat do not **contain** nutrients and cannot be

transformed into **usable** energy. These parts get decomposed, too. But instead of **passing**

through the lining of the small **intestine**, they get pushed into the next **organ**, the large intestine.

You probably know what **happens** after that.

A Way of Life

You may have heard the saying, "Do unto others as you would have them do unto you." What

you may not know is that this **idea** is very, very old and appears in many **different** belief systems.

One of the earliest **recorded** people to teach this idea was Confucius, who **was** born in China in

551 BC. Through his **teaching**, Confucius helped shape cultural beliefs across **centuries**. His

teachings advocate a way of **being** that has come to be known as Confucianism.

Confucianism **is** not a religion; it does not **worship** a god or have special leaders.

Instead, it **is** a moral code, or a system of **beliefs** about the "right" way of living and

acting. The most important of these beliefs **is** the obligation to be kind and **act** for the

welfare of others. According to Confucius, a **core** virtue is an obligation to righteousness and

the **moral** disposition to do good. He also **taught** the value of acting properly within your

community and according to your social role. These **ways** of acting, he taught, would lead to

greater health and happiness for each person.

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For Confucius, a **person's** health and happiness were far less **important** than the health of the larger **society**. For this reason, many of his **teachings** focused on the different kinds of **social** roles that make up a society. For **example**, he taught that there are expected **behaviors** in the relationship between a ruler and his or her **followers**, a parent and a child, or between a **teacher** and a student. Within each of these **relationships**, one person is the leader and **has** more power. Confucius taught that the **leader** is expected to show love, support, and **kindness** to the followers. In exchange, the **followers** are expected to respect and obey the **leader**. According to Confucianism, when all people **act** as they should within their relationships, the **larger** society will be in a state of **harmony**, or balance.

This state of balance also **depends** on human beings' connection with the past. Confucius **believed** that by honoring the past and **respecting** our ancestors, people gained a stronger **sense** of community in the here and now. This, in turn, would **motivate** them to make good decisions

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and **act** appropriately. During his lifetime, Confucius worried that **people** were losing their

connection with the past and that, as a **result**, society was growing weaker. He believed it

was his duty to strengthen society by **breathing** new life into valuable old ideas.

For over 2,000 **years**, the teachings of Confucius have been a **major** force in China and

all of Asia. His **teachings** have shaped the way people live their daily **lives** and the way

nations set up their **governments**. People who follow Confucianism strive to **seek** wisdom, be

trustworthy, work hard, and **practice** good manners. In China today, his **birthday** is celebrated every

year, and public **monuments** honor his memory.

Confucianism is practical for everyday **life**, which may be one reason it **has**

survived for so many years. Human **beings** know that if we act kindly toward others, we **will**

receive kindness in return. We also **know** that acting kindly toward others is not always **easy**. If

we follow the advice of Confucius and **choose** to do the right thing, he and his **followers** believe

that we will be stronger and our **lives** will be happier.

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