



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Level 7 | Progress Monitoring 2

Mary Abbott, PhD

Roland H. Good, III, PhD

Jacob S. Gray, PhD

Amy N. Warnock

Kelly A. Powell-Smith, PhD

Acadience Learning Inc.

For use with Acadience Learning Online

Maze

L7 / Progress Monitoring 2

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.)

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**.

Caleb threw the football as high as he could and

chased

it as it bounced away from his

21

outstretched

hands; anything to delay the inevitable. The

thing

was, at first Jimmy actually did

23

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

27

told

Caleb how much Jimmy wanted to

participate

in the game and how hard he had

tried

30

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

son's

birthday was the same day as the

game

, and

32

they were having a party. Caleb

knew

that nobody, not even the swiftest

quarterback

in the

34

country, could be in two

places

at once.

35

As Caleb walked down the

hallway

to the locker room, he could

see

Youngblood's jersey

37

displayed in a glass

case

in the hallway. The number 14,

set

in scarlet, was so bright

39

it **seemed**

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

worn

the jersey

41

when he was the

school's

varsity quarterback. Now, Caleb was the

current

quarterback. He had

43

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** behind him. "I guess number 14 is already

taken," the voice said.

Caleb whirled around; there,

towering

over him, larger than life, stood Jimmy Youngblood.

65

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

entire

birthday party. The game would go on

67

as

planned

!

68

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 Progress Monitoring 2 Scoring Key/Level 7/Passage 2

per **hour** . 21

Construction began in 1987 and was **carried** out by a team from France and a **team** from 23

England. The goal was for the **teams** to meet in the middle. As the **digging** progressed, the sides of 25

the tunnel were **lined** with concrete. This provided extra support and **helped** waterproof the 27

tunnel. The tons and **tons** of chalk being dug out were **collected** and hauled out of the tunnel. 29

The **debris** , called spoil, was taken to the **surface** on railroad wagons on the British **side** . On the 32

French side, spoil was **mixed** with water and pumped out through a **pipe** to France. 34

The question of what to **do** with all this rock was an **engineering** problem itself. The 36

British decided to **dump** their part of the rock back into the **sea** . To avoid polluting the waters 38

of the English Channel with too much **chalk** , they built a giant metal and **concrete** seawall. The 40

rock rose higher than **sea** level, and the British ended up with 73 **acres** of new land. The land 42

has **been** turned into a park. The French were **able** to dump their rock on land, **creating** 45

a new hill.

45

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

47

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

49

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

51

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

52

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

54

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

55

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

57

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

59

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

61

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

63

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

65

20 minutes.

65

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

businesses

67

shipped 12 million tons of freight through it. The Chunnel is a

beneficial

artery for travel and trade,

68

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

70

Ancient People: The Inca

About 600 years ago, the Inca 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 Inca **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

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

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

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

roads. They also constructed 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 Inca 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 Inca 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

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

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

68