



acadience® reading 7–8

Maze

Administration Directions and Scoring Key

Grade 8 | Benchmark 1

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For use with Acadience Learning Online



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.
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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.)

Maze Benchmark 1 Scoring Key/G8/Passage 1

Turned Tables

When Makayla was cheated out of 12 dollars at the neighborhood garage sale, she eventually

realized that the incident had some positive aspects. For instance, she learned a couple of **valuable**

lessons about human nature. Nonetheless, Makayla **resented** being duped in such an obvious

way

. She thought about the man who had **deceived** her and hoped his conscience was

tormenting

him like a swarm of hungry

mosquitoes.

Before the sale, Makayla and Alma had **scoured** their bedrooms and closets for items to

sell

. Both teens had cast a critical **eye** at their possessions, assessing their worth as either

keepsakes

or income producers. Makayla had wavered over whether to

sell

the guitar, which had

been a

birthday

present from her parents. Her enthusiasm for the

instrument

had long since

evaporated, but she was

reluctant

to part with a former treasure. When Makayla's

father

speculated

that the guitar might fetch 20

dollars

at the sale, Makayla quickly

made

up

her mind.

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During the garage **sale**, Makayla noticed that a man was **inspecting** her treasured

guitar. He was strumming the **instrument** when Makayla approached him and explained that the

guitar had belonged to her. The man **remarked** that he wished to buy the **guitar** for his young

daughter but could not **afford** to pay 20 dollars. Makayla offered to **sell** it for 15, but

the man **shook** his head sadly and returned the **guitar** to the table. When Makayla envisioned a

little girl deprived of her first guitar on **account** of a few dollars, she offered the guitar for 12.

The **man's** face brightened, and he reached into his **pocket** only to discover that he had

left his wallet at home. He assured Makayla that he would **return** with the wallet in a matter

of **minutes**, and he turned to leave. Then he **abruptly** turned back around and inquired whether

Makayla might **allow** him to take the guitar home, just to **ensure** that it was the proper size for

his **daughter**. As security, the man offered his **wristwatch** to Makayla, claiming that it was

worth 50 dollars. Makayla placed the watch in her **pocket** and handed the guitar to

Maze Benchmark 1 Scoring Key/G8/Passage 1

her **customer**. That was the last she ever **saw** of the man and her guitar. The **watch**, as 44

Makayla's dad later determined, was **basically** worthless. 45

During the garage sale, Makayla and Alma had **flitted** among the tables, spending a 46

considerable **portion** of their profits from the event. Among the **items** Makayla bought was a 48

neighbor's linen **purse** that was the color of lilacs, Makayla's **favorite** flower. 50

That afternoon, as Makayla brooded about **having** been cheated, she consoled herself by 51

examining her purchases. She could not recall why the **magnifying** glass had seemed so attractive, 53

but the **purse** she bought from Mrs. Freethy was definitely a **sensible** buy. Makayla opened 55

the delicate snap on the **purse** and checked the purse's interior. Tucked into a **small** pocket of the 57

purse were two **folded** 20-dollar bills. Makayla gasped at her **sudden** good fortune. This 59

unexpected discovery more than **compensated** for her earlier loss. 60

Makayla's excitement **faded** as her memory of being cheated **returned**. Makayla grabbed 62

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the purse with money **intact** and walked over to Mrs. Freethy's house to **return** the 40
dollars. Mrs. Freethy was so **impressed** with her honesty, that she took the **recovered** money and
returned half to Makayla. Makayla **smiled** to herself on the walk home and **thought** that although
she was cheated, honesty always **pays** .

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Sky Science

For ancient peoples, looking up into the night sky was more than a pleasant pastime; it had a

practical use as well. These earliest astronomers, with their naked **eyes** as their only tools,

studied patterns of **motion** of the sun, moon, planets, and **stars** for clues about changing seasons.

From these **clues**, they learned the best times to **plant** and harvest crops. Today, the two

sciences of astronomy and astrophysics have greatly **expanded** our knowledge of the skies.

Astronomy is the **study** of the nature, position, and motion of **stars**, planets, and other

objects in space, and the **relation** of these to the earth. Astrophysics, as its **name** suggests, is a

science that combines **astronomy** and physics. It is concerned with the **physical** and chemical

nature of planets, stars, and other **objects** in the universe. Astrophysics tries to **understand** how

these bodies form, how they **react** with other bodies, and how they **die**. The two sciences are

closely intertwined, or **closely** related to each other, but astrophysics **came** about much later than

astronomy.

Maze Benchmark 1 Scoring Key/G8/Passage 2

What we **think** of as modern astronomy actually dates back thousands of **years**. The

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Greek scientist Ptolemy, who lived during the 100s CE, **created** a mathematical model of the solar

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system that revolved around the earth. Copernicus, a Polish **scientist** in the 1500s, proposed the

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first **heliocentric**, or sun-centered, model of the solar **system**. Galileo developed a telescope in the

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early 1600s and **expanded** on the ideas of Copernicus. Johannes Kepler, also **working** in the 1600s,

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came up with the first **laws** of planetary motion. In the late 1600s, Isaac Newton **used**

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Kepler's laws and Galileo's observations to **propose** laws of physics that would explain **phenomena**

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both on earth and in space.

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With the **discovery** that the principles of physics extend beyond the **earth**, astrophysics

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was born. Over the next 400 **years**, our knowledge and understanding of the **universe** has

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expanded a great deal. New **objects** were discovered, some of which turned out to be **additional**

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planets that some astronomers in the 1800s **thought** were nebulae, or clouds of gas and **dust**.

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Maze Benchmark 1 Scoring Key/G8/Passage 2

Also in the 1800s, scientists used a

new

instrument called a spectrometer to measure the

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light

coming from the stars. This instrument

helped

astronomers to access and study new,

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detailed

information. From the light, they could

learn

in what direction an object was

traveling

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how hot or cold it was, what it was

made

of, and how much it weighed.

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In 1929, American

astronomer

Edwin Hubble discovered that the large, spiral-shaped

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nebulae

were not clouds of dust at all, but instead were other

galaxies

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galaxies were far beyond the Milky Way, our

galaxy

, and that the universe must be

expanding

. By

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the mid-1900s, scientists were

studying

how nuclear fusion powered the stars and the

origin

of

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radio radiation coming from space.

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Today,

powerful

telescopes located in space send back

detailed

images of galaxies, stars,

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and planets. We can

study

the places deep in the universe where

stars

were born. Scientists

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can now study the

different

types of radiation, like X-rays and

gamma

rays, given off by distant

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Maze Benchmark 1 Scoring Key/G8/Passage 2

bodies in **space** .

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The sciences of astronomy and astrophysics **have** changed radically since ancient peoples

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first **stood** and looked up at the stars. However, even today the **naked** eye is still a useful tool for

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studying the sky. Like the ancients, we can **look** up and see stars, planets, meteors, **comets** ,

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and asteroids. Unlike people who lived long ago, we **have** a better understanding of what we

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are **seeing** .

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Maze Benchmark 1 Scoring Key/G8/Passage 3

The Lewis & Clark Expedition

In 1803, the United States was a young nation with dreams of expansion. That year, with the

Louisiana Purchase, President Thomas Jefferson **bought** 828,000 square miles of land from France.

The **size** of the United States doubled, but this **land** lay west of the Mississippi River in

territory uncharted by settlers. Jefferson asked Meriwether Lewis, his **secretary**, to lead a

transcontinental, or cross-continent, **expedition** to the Pacific Ocean. Lewis asked his **friend**

William Clark to help him lead the **expedition**, which they called the Corps of Discovery.

On their **travels**, the men were to map the **entire** area, meet the Native American inhabitants, and

learn about the region's plants and animals. Jefferson also **hoped** they would find out

whether the Northwest Passage, a **supposed** water route to the Pacific, existed. For many **months**,

Lewis and Clark studied mapmaking, astronomy, and other **scientific** subjects. Then, on May 14, 1804,

they **set** off from St. Louis, Missouri, with more than 30 **men** in one large keelboat and two

smaller boats heavily loaded with food, clothing, **equipment**, and other supplies. Most of

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the **men** were soldiers; others were voyageurs, men who **transported** supplies for fur 21

companies into and out of **remote** regions. Also included in the group was an **enslaved** Black man 23

named York, who was **owned** by William Clark. 24

The Corps of Discovery **traveled** slowly up the Missouri River. Although the **large** boat 26

had a sail, the men often had to **row** against the river's strong current. As they **traveled**, Clark 28

used his new skills to **map** their route, Lewis gathered samples of **plants** and animals and recorded 30

other observations, and York **helped** hunt for food. In October, they **reached** what is now North 32

Dakota. Winter was **approaching**, so Lewis and Clark decided to **build** a fort near a large village 34

of the Mandan **tribe**. From the Mandan and the nearby Hidatsa, they **learned** about the territory 36

ahead and the **best** routes to take through it. They also **found** a translator, Sacagawea, 38

a Shoshone woman who was **married** to a trapper named Charbonneau. When the Corps of Discovery 39

set out the next spring, Sacagawea, Charbonneau, and their **newborn** baby traveled with the group. 41

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As they **traveled** west, the group discovered that there was no Northwest Passage, so they had

to **take** a long and dangerous route across the Rocky Mountains. In the **fall**, the expedition

arrived at the Pacific Ocean. After **constructing** a fort near the ocean, the Corps of Discovery

spent the winter there. They began their **journey** home in the spring of 1806. Once they were

back on the **eastern** side of the Rockies, they separated into two **groups** so they could explore more

of the **area**. Lewis led a group north, Clark and his **group** headed south, and in August

they **reunited**.

The Corps of Discovery arrived in St. Louis on September 23, 1806, and were **hailed** as

heroes. Their journey had lasted for 2 **years**, 4 months, and 10 days and had **covered**

over 8,000 miles. Under the **steady** leadership of Lewis and Clark, only one **man** had been

lost. The Corps had drawn about 140 **maps** and had brought back another 30 maps **drawn**

by Native Americans, trappers, and traders. These **maps** helped open up the Louisiana Purchase for

more **exploration**, and soon other expeditions began heading west.

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