



# acadience® reading 7–8

## Maze

Administration Directions and Scoring Key

### Grade 8 | Benchmark 2

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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.

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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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<b>Timing</b>	3 minutes. Start your stopwatch after you say "begin."
<b>Reminders</b>	<ul style="list-style-type: none"><li>• If the student starts reading the passage out loud, say <b><i>Remember to read the story silently.</i></b> (Repeat as often as needed.)</li><li>• If the student is not working on the task, say <b><i>Remember to circle the word in each box that makes the most sense in the story.</i></b> (Repeat as often as needed.)</li><li>• If the student asks you to provide a word or for general help with the task, say <b><i>Just do your best.</i></b> (Repeat as often as needed.)</li></ul>

## Maze Benchmark 2 Scoring Key/G8/Passage 1

### A Misunderstanding Between Friends

Derek gazed at the calendar on his computer, willing the date of his best friend's saxophone concert to change from Wednesday evening to Thursday evening. Unless that somehow magically

occurred, Derek wouldn't be **able** to attend the concert, even though he'd **promised** James he 2

would be watching directly from the **front** row. Unfortunately, Derek had agreed to **study** for 4

an important midterm exam with his **biology** group on Wednesday evening. Derek sighed and 5

**hoped** James would understand that he would **need** to find another friend to lend his **support** . 8

James would be upset, but he would **understand** ; best friends were like that. Still, Derek **hesitated** 10

before texting the unfortunate news to him. There was no **sense** in upsetting James while he 11

was **rehearsing** . 12

That Monday night, visions of cell **mitosis** invaded Derek's dreams: cells continuously divided 13

and **gyrated** to the rhythm of saxophone music in the **background** . Feeling exhausted and cranky 15

when he **awoke** , Derek decided that revealing the terrible **news** to James could wait until later 17

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in the **evening**. Before Derek realized it, Monday slipped away from his **grasp**, and he still hadn't

contacted James. He **swore** to himself that he would contact James and **have** this difficult

discussion before doing anything else tomorrow.

James **beat** him to the punch and called the following **morning** before Derek had even

gotten out of **bed**. Rolling over and grabbing his cell **phone**, Derek mumbled a sleepy

greeting, but James's **call** had already been sent to voice **mail**. Derek's jaw dropped as he

listened to James **explain** that he had to give his **ticket** to some relative who was traveling a zillion

**miles** to attend the concert. James ended the **call** with an earnest promise to get back in

**touch** with Derek later in the day.

At first, Derek couldn't **believe** that his best friend, the only **person** in the entire galaxy

who he'd ever **trusted**, would un-invite him to the concert. This was an **important** event and

James had stressed how much he **wanted** Derek to attend. The rest of the **day**, Derek was

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distracted thinking about how he should **handle** this situation. In biology class, he couldn't 39

**concentrate** on the slides under the microscope. **Magnified** pieces of algae swam beneath his 41

**glassy**, dazed eyes. At the end of the **day**, he wondered why he had not **heard** from James. 44

That evening, listening to James's **message** again, a twinge of guilt twisted his 45

**stomach**. James's voice sounded strained, the way it **did** when he was extremely angry or 47

**disappointed**. Best friends can communicate with one another with more than just **words**. James 49

was saying that he had no **choice**, that he would rather have Derek **attend** the saxophone concert 51

instead of a **cousin** he barely knew, and that he was **embarrassed** about having to deliver this 53

message. 53

Now Derek **felt** embarrassed because he had delayed delivering **bad** news to his 55

friend and all the while James had been **feeling** guilty for having to disappoint him. Derek **picked** 57

up the phone to call James and **confess** his conflict and make things right with him. In the **end**, the 59

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situation worked out satisfactorily for everyone. James's

**concert**

was video-taped and both James and

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Derek were

**able**

to view the concert together. It is

**amazing**

how situations work out between

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best

**friends**

who are enthusiastic about supporting each other.

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## Maze Benchmark 2 Scoring Key/G8/Passage 2

### A Food Chain in the Desert

Food chains exist in every type of environment, including tundra, forest, ocean, and desert. A

food chain illustrates how organisms in a **specific** region interact with one another for **survival**.

It also illustrates how energy is **transferred** along the "chain" of plants and **animals** as they live and

die, are **eaten** by others, or decompose. Producers, consumers, **scavengers**, and decomposers

are types of organisms in **food** chains. A food chain in the Chihuahuan Desert **provides** a good

illustration of part of a **complex** and interwoven network of organisms.

The Chihuahuan Desert **extends** from Mexico through West Texas and into **portions** of

New Mexico and Arizona. With an **area** of approximately 200,000 square miles, the Chihuahuan

is the **largest** desert in North America. Like all deserts, the Chihuahuan Desert **receives** scant

rainfall of only about 8 to 9 **inches** annually. The organisms living in this **arid** desert

have adapted to shortages of **water** in order to survive. This environment is **home** to thousands

of big and small **plants** and animals like grasses, trees, deer, **cougars**, buzzards, and subterranean

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termites. Together, this **diverse** group of organisms comprises one food

**chain**

Desert.

Plants are the first **link** on the food chain. Because plants **manufacture** their own food,

using energy from the **sun** in a process called photosynthesis, they are **called** producers. Blue

grama grass, one of the producers in this **food** chain, grows in bunches in the Chihuahuan Desert.

Since its **roots** are shallow, the grass can quickly **absorb** rainfall and prevent arid desert

soil from **blowing** away. The honey mesquite tree, another producer on the **chain**, has adapted

to the dry climate in a **different** manner: the tree sends roots as **deep** as 200 feet below the surface

to **tap** into groundwater.

Consumers are the second **link** in the Chihuahuan Desert's food chain. This **part** of the

food chain begins with **herbivores** that only eat plants. An example of a **primary** consumer is the

mule deer that **eats** the blue grama grass and honey mesquite trees. A **secondary** consumer in the



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food chain is a **carnivore**, or meat-eater. A cougar, also called a **mountain** lion, will eat whatever

prey it **catches**, but one of a cougar's favorite **meals** is a mule deer. When the **cougar**

consumes a deer, another link is **forged**, or linked, in the food chain.

Since an **adult** mule deer can weigh anywhere from 100 to 300 **pounds**, a cougar may be

unable to **consume** all its prey. The next link of the **food** chain is a scavenger, which is an

**animal** that survives by eating carrion, the **remains** of a dead animal. One of the most **efficient**

carrion scavengers in the Chihuahuan Desert is the **buzzard**. This large bird will swoop in and

**devour** any part of the mule deer's **flesh** that the cougar has left behind.

Finally, **subterranean** termites complete this particular food chain. Subterranean

**means** "underground," and these insects live underground in **colonies** populated by

thousands of termites. Subterranean **termites** come to the surface to decompose, or **break** down,

dead and decaying plant matter. **Termites** also decompose dung, or solid waste, **deposited** by

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animals such as mule deer and **cougars**. Nutrients from the plants and the **dung** are returned

to the soil to **enrich** it.

Energy transfers through this desert food **chain** from sun to plant to herbivore to **carnivore**

to scavenger to decomposer. As in any food chain, each **link** is crucial and dependent on each

other for **survival**.

European Exploration of Canada

The first European explorers appeared in Canada as early as the 10th century. The Norse from

Scandinavia arrived in the late 900s on the **eastern** shores of what is now Newfoundland, a Canadian

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**province**

, or region governed by a country. Their

**settlements**

did not last long. Not until the 16th

3

**century**

did explorers from Italy, England, and France

**arrive**

and begin a more in-depth

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**exploration**

of Canada.

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The first European to **make** a trip to Canada after the Norse was John Cabot, an Italian

**merchant**

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whose voyages were funded by the

**king**

of England. Like many Europeans in the 1490s, Cabot

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**put**

together an expedition because he wanted to

**find**

a trade route to sail from Europe to Asia.

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**Sailing**

from England in 1497, Cabot and his

**men**

likely landed on the north coast of

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Newfoundland. They **explored** the area thinking they had arrived in Asia, but they

**were**

really the

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first Europeans since the Norse to **arrive** in this part of North America. In 1498, Cabot again

**set**

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sail from England, this time with five

**ships**

, but the trip did not go well. Only one

**ship**

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returned, and Cabot was never seen again. He had not **found** a route to Asia, but he had **opened** the

door into a land of **rich** resources and claimed a presence in Canada for England.

Although others from England, France, and Spain **continued** to expand Cabot's findings, it was

Jacques Cartier of France who finally **made** real progress into the interior of Canada. **Arriving** in

Canada in the 1530s, Cartier **located** and navigated, or traveled on, the St. Lawrence River, one of the

**largest** river systems in the world. Cartier **was** also looking for a northwest passage to Asia

when he **began** following the river into Canada. He **traveled** west as far as Montreal but **did**

not continue because the river's rapids **blocked** further passage. When native residents said that it

would **take** 3 months of travel to reach the **river's** end, the Europeans began to grasp the

**scope** of the land they were exploring.

Cartier **is** also given credit for naming this **vast** region. The Iroquois People used the

**word** "kanata," meaning land or village, when they **spoke** to Cartier. Cartier used the word

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"Canada" to **refer** to all land north of the St. Lawrence River. In 1867, when the four **provinces** of 41  
Ontario, Quebec, New Brunswick, and Nova Scotia **were** joined together politically into one 42  
country, that **new** country was named Canada. 43  
Cartier's work on **behalf** of France was extended in the early 1600s by another French 44  
**explorer**, Samuel de Champlain. Champlain pushed even further into the **interior** of Canada, 46  
exploring the Great Lakes and **founding** the city of Quebec in 1608. Champlain's **colony** struggled, 48  
and at one point was **controlled** by England, but by 1632, Quebec **was** again under French rule. 50  
There was also European **exploration** of Canada's western regions. In 1778, British **explorer** 52  
James Cook became the first European to **land** on the west coast of Vancouver Island at Nootka 53  
Sound. Most **famous** for exploring the Pacific islands, Cook had **turned** his attention westward 55  
after helping survey the St. Lawrence River and the **coasts** of Newfoundland and Nova Scotia in the 56  
1750s. One of his **crew** drew portraits of the native people they **met** at Nootka Sound. These 58

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images, published in 1784, **were** the first portraits ever made of Canada's **original** residents. 60

Though Indigenous Peoples had lived in Canada for **centuries** before Europeans arrived, European 61

exploration did **contribute** to Canada's diverse history. Explorers from many **parts** of Europe 63

played a role in **opening** Canada to the world. 64