



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Level 8 | 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.)

Change of Plans

It was only a week prior to the big end-of-year dance performance when Ms. Mena, Kim's dance instructor, made the announcement that knocked Kim right off balance. Rather than perform in the

school **auditorium**, Ms. Mena revealed there had been a **major** change: the class had been

invited to **perform** in what had been an old **industrial** building.

Kim was horrified by the **idea** of performing inside the ancient, shadowy, **crumbling**

industrial building near the community college. Though she hadn't been in its **vicinity** recently, she

clearly remembered the overgrown **field** and the foreboding chain-link fence that

surrounded the creepy structure. Ms. Mena mentioned that the **industrial** building had recently

been renovated and **converted** into the community college's new performance **space**. However,

Kim couldn't imagine it being a **venue** worthy of their dance.

The dancers had **worked** diligently for months to learn their **positions** on the stage. Now

they would be **forced** to adjust the dance to an **unfamiliar** space. Kim was doubly burdened by

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the **fact** that she was both a dancer and the **troupe's** new choreographer. She wanted this

performance to be **absolutely** perfect.

The next day, the dance **troupe** went to the new performance center to **view** the venue and

then practice. The **students** buzzed with excitement as they boarded the **bus**, and Kim felt

it peculiar that she was the only one who **seemed** unnerved by this unsettling change of **events**.

Perhaps once the others saw the **awfulness** of the space, they could all **protest** this decision in

unison.

When the **bus** stopped, Kim did not at all **recognize** the area. The chain-link fence and the

overgrown field were gone and in their **place** was a fantastic new performance arts **center**.

The area surrounding the building had a **neatly** manicured lawn, beautiful flower gardens, and

innovative sculptures. This may actually work, thought Kim. Ms. Mena **asked** the students to

quietly enter the **building** since there was a rehearsal in **progress**.

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When they tiptoed into the wide **entrance**, the dancers gasped with delight at the **enormous**, 40

cavernous space with its extremely high **ceiling**. Fuchsia, blue, and purple spotlights at **various** 42

heights around the room created a **shadowy**, magical atmosphere. Each spotlight surrounded a 43

performer like an oval picture frame. Kim and the others were **mesmerized**, their mouths gaping 45

open and their **eyes** wide. What Kim and her fellow **dancers** were witnessing on stage was 47

the London Metropolitan Dance Troupe from England. It had been the **dream** of many of the 48

dancers to one **day** perform with a professional dance troupe. To actually **get** to see the 50

dancers on stage **firsthand** was amazing. 51

After a few minutes, Ms. Mena **motioned** the students to meet her outside the **door**. 53

Once they had congregated outside, she **explained** that the performers from London were **touring** 55

the United States and were practicing to **perform** at the new performing arts center. Then, Ms. Mena 56

revealed a surprise that the dance class had been **invited** to open the troupe's Saturday 58

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performance. After their **performance**, they would stay to watch and then **meet** with members of the

troupe after the **show**.

Kim was thrilled. She took a **moment** to remind herself not to jump to such **hasty**

conclusions in the future. But she had **little** time to ponder what meeting professional **dancers**

would be like; she had too much **work** to do.

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Cellular Sleuthing

For most of the 1900s, a fingerprint was the strongest clue a detective could find to help solve a

crime. Since every human being has unique **fingerprints**, detectives could compare a fingerprint found at a **crime** scene with the fingerprint of a **suspect**. If the two fingerprints matched, the **chances** increased that the suspect would be **convicted**.

There are problems with this system, however. For one, as their **name** suggests, fingerprints are found only on **exposed** fingers. No fingerprint evidence can be **found** if the criminal wears gloves or **touches** an elbow to a glass window. Another **problem** is that fingerprints can be surgically **altered**, and while this sounds like a **drastic** measure, some criminals are desperate enough to **try** it.

Fortunately, for the forensic scientists who **study** and analyze evidence from crime scenes, a

new method known as DNA profiling was developed in the 1980s. DNA is a **molecule** found in virtually every cell of an **organism**, or living thing. DNA contains all of the **genetic**, or inherited,

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information about that organism, from **visible** traits such as hair color to **invisible** traits such as

blood type. DNA is the **genetic** code for every living being, and since every **living** being is

different, so is every being's DNA.

Sometimes a **strand** of hair, a flake of dandruff, or a **piece** of skin is found at a **crime**

scene. Scientists can extract the DNA from the **cells** of those "souvenirs" and analyze it. If

this DNA **matches** the DNA of a suspect, the **police** can be almost 100% certain that the

suspect was at the crime scene. The **process** isn't quite as easy as dusting for **fingerprints** and

pressing a suspect's thumb into an **inkpad**. But over the last two decades, it has been **improved** and

will continue to be refined as **new** technologies develop.

The first step in DNA profiling is to **extract** some DNA from the cells in a **piece** of

evidence, such as a strand of **hair**. This is relatively easy to do **using** special enzymes that

break substances down. Next, the DNA **molecules** must be cut into smaller pieces and **sorted**.

Earlier, we said that every person's DNA is **unique**, but the differences are very slight. Your DNA is

99.9% like that of the **person** sitting next to you. So after the DNA is **extracted** from the sample

cell, scientists have to **locate** the 0.1% of the DNA that **makes** it different from everyone else's.

The **cutting** and sorting helps scientists identify the **critical** pieces of unique DNA. When placed in

a **special** gel, certain DNA pieces called "probes" **seek** out and bind to other pieces. These

bindings create a pattern, or DNA "fingerprint."

These **unique** "fingerprints" are used not only for **solving** crimes, but for a range of

other **purposes** as well. For example, they can be **used** to identify victims of catastrophes or for

identifying microscopic organisms that pollute the air or **water**. They can also be used to

determine whether two people are related, whether one **person** would be a good organ donor for

another, or even what **diseases** a person may develop later in **life**. Almost 150 years after his

death, DNA profiling has been **used** to analyze Abraham Lincoln's DNA.

DNA profiling is a **delicate** process that requires several steps: the **collection** of human cells,

the extraction of DNA from those **cells**, and the processing of the DNA. During the last

step, scientists find the pattern that makes one **person** different from every other person.

You, too, have a **special** pattern that leaves tiny copies of your DNA everywhere you **go**.

A Shortcut for Ships

The Panama Canal is an international waterway that connects the Atlantic Ocean and the Pacific

Ocean. It was built by the United States on **land** leased from Panama, a republic in Central

America. The **canal** crosses a narrow strip of land between Central America and South America.

The canal is a 48-mile-long **conduit**, or channel, that guides about 40 **ships** a day through

three sets of **locks**, or chambers filled with water. After a **ship** enters a lock, more water is

added to raise the ship 85 feet above **sea** level. This allows the ship to **sail** across

a lake to another group of **locks**, where it is lowered to the **level** of the ocean on the

opposite **side**.

The canal was constructed to meet the **demands** of growing travel and trade in the Western

Hemisphere. In the United States, **transporting** goods from New York to California by **ship** was a

long and often dangerous **journey**. Sailing around Cape Horn, at the southern **tip** of South

America, was treacherous. Many ships were **lost** in the strong currents, huge waves,

and **high** winds in this area.

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In the late 1800s, a French **company** began building the canal but gave up after about 8

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years

because of the tropical weather and **diseases** such as malaria that killed thousands of

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men

. A few years after this, President Theodore Roosevelt **persuaded** Congress to take over the

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project. He

thought

that building the canal would demonstrate that his

country

was an important

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world power. The United States was

granted

the right to build the canal after

helping

Panama

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become independent from Colombia.

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In 1904,

workers

began the difficult and dangerous work of

building

the canal. They used

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more than a hundred

giant

steam shovels to dig tons of

earth

out of the land. They dammed the

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swift

waters of the Chagres River to control its

flow

and created Gatun Lake. Sometimes,

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heavy rains

caused

mud to slide into places that had been

cleared

, and the digging had to begin all

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over again. Many

men

were killed in these mud slides.

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When the Panama Canal **opened** for business in 1914, it had **cost** more than \$350

million and more than 5,000 **lives**. At that time, it was the **world's** greatest engineering

accomplishment. Ships carrying goods from the **east** to west coasts of America and from Europe

to Asia and Australia could **save** thousands of miles of travel.

In the 1960s, **conflict** developed between the United States and Panama over **control** of the

canal. The United States finally **agreed** to return the Canal Zone to Panama at the **end** of 1999.

The Panama Canal Authority was **created** to manage everything related to canal **operation**,

including collecting the money that ships **pay** to enter the canal.

The canal is a **neutral** waterway, which means that any nation's **ship** can pass freely through

its waters. **Traffic** through the canal can move in both **directions**, but passage through it can take

15 to 20 **hours**, mostly because of traffic jams. Millions of **tons** of cargo are

transported through the **canal** each year aboard ships the length of three **football** fields. The cargo

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includes motor vehicles, **grain**, coal, and petroleum products. The Panama Canal is an **engineering**

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feat that saves businesses millions of **dollars** each year, but started out costing millions of

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dollars and, **tragically**, thousands of lives.

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