



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Level 8 | Progress Monitoring 2

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Maze
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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.)

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Losing Charlotte

In 14 years of life, I have lost various possessions, including money, three retainers, and a

smartphone. When you lose something that belongs to you, you **feel** crummy about it for a while;

when you **lose** something that belonged to somebody else, you **feel** doubly miserable about it,

especially when the **item** belonged to your favorite uncle and was **valuable** for sentimental reasons.

My family recently **visited** Uncle Elliott and Aunt Grace. They live in Manhattan and both

have careers in the literary world. Uncle Elliott **writes** books and magazine articles about science

and **medicine**, and Aunt Grace is a fiction editor for a **notable** publisher. I enjoy spending time

with them because their **minds** are fountains of knowledge and their **stories** are fascinating. In

addition, they always **appear** to be genuinely interested in my **activities** and life, and I feel intelligent

and **witty** in their presence.

During dinner at their **apartment**, I mentioned that I had been **busily** composing a class

presentation about the **life** of the writer E.B. White and his **classic** children's book, *Charlotte's*

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Web. Aunt Grace remarked that *Charlotte's Web* **continues** to be one of the best-loved **works** of 21

literature. Then she gave Uncle Elliott a **wink**, as though they shared a secret. My **uncle** left 23

the dinner table and returned with an **old** copy of *Charlotte's Web*. 24

He handed me the **book** and invited me to open it to the **title** page. Across the top of the 26

page was a handwritten message to Uncle Elliott from E.B. White! My **uncle** explained that as 28

a young boy he had been **introduced** to the famous author through a **neighbor** and that Mr. White 30

had kindly autographed Uncle Elliott's **copy** of *Charlotte's Web*. 31

Uncle Elliott offered to lend me his **book** for my upcoming presentation, an offer so 32

unexpected that I was rendered momentarily tongue-tied. I finally **stammered** my gratitude and 34

assured Uncle Elliott that I would **protect** his beloved book with my life. 35

Unfortunately this **bold** assurance did not hold true for long. Barely a **week** later, my 37

mother and I stood in the **food** court of the mall, confronting the **distressing** reality that I had 39

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lost Uncle Elliott's **treasured** book. We searched every square inch of the **place**. We checked 41

the lost and found **department** and spoke to mall employees and everyone we **encountered** in the 43

food court. There was no **denying** the bitter truth: the book was definitely **gone**. 45

I had taken Uncle Elliott's copy of *Charlotte's Web* to **school** that day for my presentation. 46

After school, I had **gone** to the mall to buy a **replacement** watch battery. When I paused for a 48

snack in the food court, I retrieved *Charlotte's Web* from my **backpack** to admire the autograph 50

once again. I **got** distracted texting and then remembered that I was already late, so I 51

grabbed my backpack and hurried home. 52

Shortly after **arriving** at our apartment, I realized with **panic** that I had left *Charlotte's Web* 54

on the **table** at the food court. I confessed this to my **mother**, and she drove me back to the 56

mall to search for the book. 57

That **night**, I managed to summon the courage to **phone** Uncle Elliott. With a lump in 59

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my **throat** , I apologized for carelessly losing something that could never be **replaced** . Uncle

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Elliott was gracious and forgiving, and I **felt** slightly relieved after the phone call. It was still

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painful , and I knew it would remain so for a while, which is usually how it **goes** when one

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learns a difficult life **lesson** .

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Forms of Levitation

The term "levitation" comes from the Latin root word "levitas," which means "lightness." An

object that can defy gravity and **rise** and float in the air by itself is **said** to levitate. Levitation

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can refer to a **number** of scientific and non-scientific events.

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In today's **popular** culture, the act of levitating is most often **linked** with magical powers.

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Magicians often state that they **can** levitate, that is, that they can **cause** people or objects to float.

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These **claims** have been exposed as a sham, as the **supposed** levitation is simply a trick completed with **wires** and pulleys.

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The scientific event of **levitation**, however, is explained through the rules of **physics**. Several

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forms of levitation are the **focus** of valid scientific study. For example, **aerodynamic** levitation

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occurs when a material is **suspended** in a vertical stream of gas and does not **touch** the container in

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which it is **held**. This kind of levitation uses the **gas** pressure to lift an object up in order to

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combat the force of gravity that pulls it down. An **air** hockey puck is an example

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of **aerodynamic** levitation because it rides on top of **air** jets and skims the top of

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the **table**.

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One of the most studied forms of **levitation** uses magnetic force. Earnshaw's theorem states

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that it is not **possible** to achieve levitation using fixed magnets and **electric** charges. The theorem

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was proven by Earnshaw in 1842 and has **been** repeated many times. Now, scientists have

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found loopholes within Earnshaw's theorem and have levitated **objects** using magnetic energy.

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This can be **done** by using magnets that are not **fixed**, switching the polarity within an

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electromagnet system, or **using** diamagnetic materials.

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One example, a maglev train system, is **based** on switching the polarity within an

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electromagnet system. It uses magnets that are not **fixed** and varies the strength of the

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magnetic force acting on the object. In this **case**, it is a train that has no **wheels**. This system

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first levitates the train **cars** and then moves them down the **track**. The train has big magnets

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under each **car**, and the train track has a **magnetized** coil along the track. The coil **repels** the

magnets on the cars and this **lifts** the train, and then the coils **start** switching their polarity in

a systematic **way**. As they switch polarity, they create **magnetic** fields that move the train

forward. One **major** plus to this type of system is the **lack** of friction; because the train cars don't

touch anything, there isn't friction, and the **trains** can go much, much faster than trains

that **touch** tracks. Some scientists believe these maglev train **systems** could one day travel faster

than **planes**.

Similar technology is also being used in everyday **objects** such as generators and motors.

Advances in **magnetic** levitation may lead to many scientific **applications** that could benefit our

future. For **example**, scientists are currently studying how to **use** magnetic levitation to create more

efficient **wind** turbines. These turbines would be huge but may be **able** to increase

energy generation by almost 20 percent. **Cancer** researchers are also using magnetic levitation

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by **growing** cancer cells in a lab that are more **similar** to the tumors found in living **animals**.

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As we learn more uses for **levitation** and better understand how to create it with magnetic

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force, we may start thinking of magnetic levitation as a **means** to a "lighter" future.

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Maze Progress Monitoring 2 Scoring Key/Level 8/Passage 3

Ancient Civilization: The Maya

The term "Mesoamerica" is used to describe central Mexico and parts of Central America before the arrival of the Spanish in the 1500s. It was in Mesoamerica that the Maya **built** a sophisticated civilization that was known for its **art** and architecture, as well as for its **mathematical** and astronomical systems. The start of the Maya **civilization** can be traced back to about 1500 BCE, **reaching** its height around 900 CE.

The Maya **built** large cities, and their population grew to **roughly** 2,000,000. Each city was independent and **led** by its own king. Maya cities were **dependent** on trade for goods, but they also **fought** wars with one another. The cities **featured** limestone pyramids with a built-in stair-stepped **design** that could reach over 30 stories **tall**. These pyramids were decorated with elaborate **works** of art and inscriptions, or writing. The Maya also **built** palaces for their kings, temples to **worship** their gods, and ball courts on which the **people** played a game much like modern-day **soccer**.

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Farms surrounded the great cities, and despite a **lack** of farm animals and modern machines,

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the Maya were **expert** farmers. They grew enough crops, including maize, **squash**, and beans, to

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feed their large **population**. The farmers used slash-and-burn agricultural methods in which they

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cut down areas of forests, burned the **land**, and mixed the ashes with the **soil** to make

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it more fertile. The Maya also **developed** a system of irrigation that provided **water** for their terrace

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farms. In terrace **farming**, they built steps into the side of a **mountain** and planted crops on each

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step. When it **rained**, the crops' nutrients flowed from one **step** down to the next rather than

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being **washed** away down a steep hill.

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The Maya **believed** in many gods, including sun, rain, and **corn** gods, and all parts of

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Maya **life** were ruled by religion. The Maya **believed** their kings were directly related to

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gods, and the royal family's main responsibility was **pleasing** the gods and meeting their

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needs, **including** through human sacrifice. Their religious beliefs also **led** to several

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discoveries and inventions. For example, the Maya **developed** a calendar based on the movement of 41

the **sun**, tracked the cycles of the sun, **moon**, and planets, and accurately predicted solar 43

eclipses. The Maya discovered the concept of zero and **used** a base-20 number system in which a 45

dot represented the number one and a **bar** was the symbol for five. The Maya **developed** a 48

system of writing in which they **used** symbols, or glyphs, to stand for a **word** or a syllable. 50

They used this **writing** system to record their discoveries, rituals, and **history** and bound these 52

writings into books **made** from tree bark paper. Only four Maya **books**, called codices, still 54

exist today. 54

By about 900 CE, the **great** cities of the Maya civilization were **empty** and the 56

population scattered. Scientists are **unsure** why, though they have different theories. Some 57

scientists think the Maya practices such as slash-and-burn **farming** used up their resources and 59

forced them to **move**. Others believe the ongoing wars between **different** cities resulted in 61

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ruin. A third **theory** suggests the decline was the result of a **natural** disaster or environmental

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change, such as **severe** drought.

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Scientists continue to make discoveries about the Maya. Much of what they **learn** comes from

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the study of the **remains** of their architecture and art. Learning to **read** their hieroglyphics is

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another process by which we **continue** to develop our understanding of this once great **civilization**.

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