

Read the passages and answer the questions that follow.

## Passage 1

### Excerpt from “Overuse Injuries Among Young Athletes on the Rise”

by Hollie Deese

#### Too much of a good thing

- 1           The rise in single-sport specialization is looked at as one of the factors [explaining why] kids today are seeing the kinds of injuries normally associated with adult players.
- 2           “Overuse occurs over time,” Anderson says. “And instead of playing multiple positions, multiple sports, they are now specializing at a very young age and they are playing all year round. The same motion, the same joints, all the time, and they are going from one season right into the next. They are doing these showcases, and instead of playing one game a weekend, they are playing five to six games Saturday and Sunday. It is complete overuse.
- 3           And the kids who are experiencing overuse injuries are just getting younger and younger because of it.
- 4           “I have seen kids as young as 7 and 8 who suffer injuries,” Geier says.
- 5           “The numbers go up as they get older, partly because kids are playing more competitively as they get older. But you can see it very early. Parents really push for kids to pick one sport and play, and there is not a lot of good scientific evidence that that actually leads to long-term success in that sport.
- 6           “But what we do know is it definitely increases your injury rate. And that is an important message that we have to do a better job of getting out there.”

#### Communicate often

- 7           Geier says the biggest thing parents can do is to talk to their kids in a way that fosters open communication on their part. Children really want to please their parents, teammates and coaches, and may hide injuries if they feel it will let everyone down.
- 8           “Build a rapport and trust, because if you can catch some of these things early, where it is just soreness, you can shut them down for a few days or tweak

the training and avoid a major injury and major surgery it might be tough to come back from," he says. "Kids will open up if they can learn to trust you and know [you] are looking out for them."

- 9 And if the coach wants to win at all costs, it is up to the parent to be the advocate for their child.
- 10 "Ideally, you want a team approach with everybody looking out for the child," Geier says.

Hollie Deese, "Overuse Injuries Among Young Athletes on the Rise," *tennessean.com*, The Tennessean, April 11, 2015. <<http://www.tennessean.com/story/life/2015/04/12/overuseinjuriesamongyoungathletesrise/70686852/>> In the public domain.

## Passage 2

### Excerpt from "When Safety Is the Name of the Game"

by David Noonan

- 11 "We want kids to get up off the couch, we're big cheerleaders for that," says Dr. Julie Gilchrist, a sports-injury expert at the CDC's Center for Injury Prevention and Control. "But be realistic in how you're doing it. Make conscious choices about injury prevention. Don't just take it for granted."
- 12 Most kids get their first lumps riding their bikes and cavorting on the playground. The CDC estimates that more than 330,000 children from 5 to 14 are injured while bicycling each year. An additional 219,000 in that age group are hurt on monkey bars and other climbing equipment, swings and slides. Wearing a helmet that fits properly is the surest way to avoid serious injury on a bike. (Helmets are also the key to safer skateboarding, which accounts for about 50,000 injuries among people under 20 each year, including many head injuries.) At the playground, where 60 percent of injuries are due to falls, a soft surface to land on is a top priority. Wood chips, shredded tires and sand are good; packed-down soil is bad.
- 13 Organized sports, including football, are generally less risky for the 10-and-under crowd because the kids usually aren't big enough or fast enough to make collisions a serious problem. But that all changes when the hormones kick in. "At puberty, children gain muscle mass, speed and weight," says pediatric orthopedic surgeon J. Andy Sullivan, coeditor of the book *Care of the Young*

*Athlete.* "And the combination of those things allows them to run together hard enough to hurt each other."

- 14 There is no reliable way to compare the relative risks of various sports because the CDC doesn't track the level of participation. It knows how many people are injured playing basketball, for example (an estimated 977,000 each year, all ages), but it doesn't know how many people are playing the game, or for how long or how many days a week. "Basketball is one of the most common sports in all ages and areas of the U.S.," says Gilchrist, "and so just because it has the highest number of injuries doesn't mean that it's riskier."
- 15 Whatever the sport, injury prevention begins with the athletes and their parents. And the first thing they need to focus on, experts say, is conditioning. Being out of shape, a real problem for lots of kids, increases risk. Those who play only one sport have to be careful not to wait for their season to arrive before they begin working out; going from naps in the hammock to two-a-day football practices pretty much guarantees trouble. Appropriate gear in good condition is a must. And, simple as it sounds, knowing and learning basic skills also helps young athletes avoid injury. Baseball players should know how to slide correctly, football players how to tackle, soccer players how to head the ball.
- 16 Besides making sure their kids are fit and understand the fundamentals, parents can make any sport safer by attending games and practices, watching the coaches and encouraging them to emphasize injury prevention. (Which is hardly inconsistent with winning, since superior skill and safety go hand in hand.) Parents can also promote safety by urging officials to call stringent games. When a ref won't tolerate flagrant fouls, players usually get the message and rein themselves in (or they get ejected). The cleaner the game, the safer.

Excerpt from "When Safety Is the Name of the Game," by David Noonan, from *Newsweek*, September 22, 2003, Vol. 142. Copyright © 2003 by Newsweek LLC. Used by permission of Newsweek LLC via Copyright Clearance Center.

**1** What does the word flagrant mean as it is used in paragraph 16?

- A.** easily avoidable
- B.** outcome altering
- C.** previously ignored
- D.** deliberately harsh

## Writing Prompt

You have just read two passages about sports injuries in young people. Write an informational essay explaining the strategies parents and children can use to prevent sports injuries among young athletes.

Manage your time carefully so that you can

- plan your essay and do some prewriting using your scratch paper.
- write your essay on the lined pages in your test booklet.

Be sure to

- use evidence from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

Write your essay on the lined pages of your test booklet. **Anything you write that is not on the lined pages in your test booklet will NOT be scored.**

# TNReady Grades 6-8 Informational/Explanatory Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
<b>4</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>utilizes effective organizational strategies to create a unified whole and to aid in comprehension.</li> <li>effectively clarifies relationships among ideas and concepts to create cohesion.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>1</sup> from the stimuli to thoroughly and insightfully develop the topic.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>2</sup> appropriate to the task.</li> <li>illustrates sophisticated command of syntactic variety for meaning and reader interest.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> <li>effectively establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>3</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension.</li> <li>clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion.</li> <li>contains a relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>1</sup> from the stimuli to adequately develop the topic.</li> <li>adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary<sup>2</sup> appropriate to the task.</li> <li>illustrates consistent command of syntactic variety for meaning and reader interest.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> <li>establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times.</li> <li>clarifies some relationships among ideas and concepts, but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>1</sup> from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>2</sup></li> <li>illustrates inconsistent command of syntactic variety.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> <li>establishes but inconsistently maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to clarify relationships among ideas and concepts; concepts are unclear/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>1</sup> from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>2</sup></li> <li>illustrates little to no syntactic variety.</li> <li>utilizes no or few transitional words and phrases.</li> <li>does not establish or maintain a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup>Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

<sup>2</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>3</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.