

# Extreme Sports: STUDENT RESPONSE SHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

1. **BEFORE YOU READ.** This text is about **extreme sports in ancient times**. What are several interesting questions you think will be answered in this text?

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## NOW READ THE STORY.

2. Using information from the sections **Extreme Beginning**, **Extreme Sports** and **Extreme Endings**, write down the main idea in your own words. Then find two or more supporting details that tell more about those important ideas.

Main Idea (sentence)	Supporting Details (point form)
<i>Extreme Beginnings</i>	
<i>Extreme Sports</i>	
<i>Extreme Ending</i>	

3. Describe several of the ways that athletes could lose an event.

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4. Describe two ways **extreme** sports described in this text are similar to **extreme** sports today. Use your background knowledge and information from the text.

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5. What do you think the underlined words mean in this text?

eliminate \_\_\_\_\_

glorify \_\_\_\_\_

contenders \_\_\_\_\_

6. What is one comprehension strategy you used today in your reading?

How did it help you understand the text? Explain.

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# GRADE 7 ORAL: RUNNING RECORD

Term 1

Name \_\_\_\_\_

Date \_\_\_\_\_

## Extreme Sports

### \* Extreme Sports

The ancient Olympics provided athletes an opportunity to prove their fitness and superiority, just like our modern games. The ancient Olympic events were designed to eliminate the weak and glorify the strong. Winners were pushed to the brink.

The only event in the first Olympics was the stade race. It was a running race that was probably about 180 metres long. The race was run in non-stop heats. Athletes ran race after race until only one runner could go on. The last runner still standing was the winner. This was the only event for the first thirteen Games. Later, footraces increased to 366 metres long.

Some events were bizarre by modern standards. For example, in boxing, the two fought on until one boxer collapsed or died. Another oddity was a footrace that was run in full armour. Think of running under heavy armour, carrying a shield!

Whole Class Reading Assessment – Reading for Information Date: \_\_\_\_\_ Student Name: \_\_\_\_\_

## READING LEVEL AS RELATES TO INSTRUCTIONAL DECISIONS

Miscues	0	1	2-3	4	5-6	7	8	9-10	11 or more	
	Independent Level			Instructional Level					Frustration Level	

## Oral Reading Fluency

	Not yet Within Expectations	Meets Expectations (minimal to moderate)	Fully Meets Expectations	Exceeds Expectations
<b>Pacing</b>	<ul style="list-style-type: none"> <li>slow &amp; laborious</li> <li>struggles with words</li> </ul>	<ul style="list-style-type: none"> <li>rate varies</li> <li>some hesitations</li> </ul>	<ul style="list-style-type: none"> <li>generally conversational</li> <li>some smooth, some choppy</li> </ul>	<ul style="list-style-type: none"> <li>conversational &amp; consistent</li> <li>smooth &amp; fluent throughout</li> </ul>
<b>Expression (prosody)</b>	<ul style="list-style-type: none"> <li>monotone</li> </ul>	<ul style="list-style-type: none"> <li>monotone combined with some expression</li> </ul>	<ul style="list-style-type: none"> <li>appropriate expression used of much of the time</li> </ul>	<ul style="list-style-type: none"> <li>appropriate expression maintained throughout</li> </ul>
<b>Phrasing</b>	<ul style="list-style-type: none"> <li>word-by-word</li> <li>long pauses between words</li> </ul>	<ul style="list-style-type: none"> <li>some word-by-word, some phrases</li> </ul>	<ul style="list-style-type: none"> <li>mostly phrases, some smooth &amp; some choppy</li> </ul>	<ul style="list-style-type: none"> <li>phrases consistently throughout, generally smooth &amp; fluent</li> </ul>
<b>Accuracy in reading</b>	<ul style="list-style-type: none"> <li>makes frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>makes occasional errors that affect meaning of text (e.g., reads "can" for "car").</li> </ul>	<ul style="list-style-type: none"> <li>makes occasional errors that do not affect meaning of text (e.g., mispronouncing names).</li> </ul>	<ul style="list-style-type: none"> <li>self-corrects, or does not make errors with familiar text.</li> </ul>

1. BEFORE YOU READ. This text is about extreme sports in ancient times. What are several interesting questions you think will be answered in this text?

<i>Minimal (simplistic, no reference to ancient times or extreme sports)</i>	<i>Fully (thoughtful, includes reference to title)</i>
<ul style="list-style-type: none"> <li>• <i>What sports did they play?</i></li> <li>• <i>Who played them?</i></li> <li>• <i>How were they extreme?</i></li> <li>• <i>How many games were played?</i></li> <li>• <i>Did they have fun?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How many years ago does ancient refer to?</i></li> <li>• <i>Why would people participate in dangerous sports?</i></li> <li>• <i>What kinds of extreme sports were there in ancient times?</i></li> <li>• <i>Which civilization is this about?</i></li> <li>• <i>Why would people participate in dangerous sports? Money? Status?</i></li> <li>• <i>Were extreme sports as popular then as they are now?</i></li> </ul>

2. Using information from the sections **Extreme Beginning**, **Extreme Sports** and **Extreme Endings**, write down the main idea in your own words. Then find two or more supporting details that tell more about those important ideas.

Main Idea	Supporting Details
<p><b>Extreme Beginnings</b> The ancient Olympics began in 776 B.C.E. in honour of the Greek god, Zeus.</p>	<ul style="list-style-type: none"> <li>- games held every 4 years</li> <li>- games were held in Olympia where the altar of Zeus was located</li> <li>- during Olympics all wars stopped so people could travel to games safely</li> <li>- 50,000 people attended</li> </ul>
<p><b>Extreme Sports</b> The events were designed to allow athletes to prove their fitness and superiority.</p>	<ul style="list-style-type: none"> <li>- designed to glorify the strong and eliminate the weak</li> <li>- only event in first Olympics was stade race, where last runner standing was winner</li> <li>- some events bizarre: fighting until death or running in full armour</li> <li>- pankration was added in 33<sup>rd</sup> games and involves wrestling/boxing that continued until one person collapsed or was knocked out</li> </ul>
<p><b>Extreme Ending</b> Olympics ended in ACE 394 when the Romans conquered Greece.</p>	<ul style="list-style-type: none"> <li>- Romans turned stadiums into amphitheatres and used slaves</li> <li>- gladiators fought animals to the death</li> <li>- modern Olympics began in 1896.</li> </ul>

3. Describe several of the ways that athletes could lose an event.

*Answers will vary. Minimal: vague Fully: 3 + well explained answers, with details..*

- runners would be disqualified if they cut in front, tripped or elbowed other runners*
- if a wrestler threw his opponent to the ground 3 times • cheating (vague)*
- biting or gouging out eyes in wrestling • stepping over the starting mark in discus, javelin • collapse or die • long jumpers trying to inch forward once they landed*

4. Describe two ways extreme sports described in this text are similar to extreme sports today. Use your background knowledge and information from the text.

*Answers will vary. Minimal: vague, brief. Fully: 2 detailed answers with good support that references text and background knowledge. (Key pts below would require elaboration. The first answer is a sample of a good answer.)*

- Most people wouldn't try them because the risk of injury is high. Pankration meant getting ripped apart by the metal studs, having your finger broken or fighting until you collapsed. Extreme mountain bikers today can take bad falls and break a neck or otherwise injure themselves going down such steep and bumpy terrain...*
- athletes want to prove their fitness and superiority*
- winners push themselves to the "brink"*
- some events are "bizarre" just like running in full armour*
- only for very fit, risk takers*
- some events are dangerous*
- some rules apply*

5. What do you think the underlined words mean in this text?

Eliminate - *get rid of, get them out of the race, take them out of the competition*

Glorify - *celebrate them publicly, make a huge fuss over, make them famous,*

Contender • *a person who is trying to win an event or a race.*

6. What is one comprehension strategy you used today in your reading? (Look for strategies and wording you have taught.)

Visualized

asked questions

predicted

made a connection

used what I already knew

paused to put it in my own words

previewed the text

reread a section

How did it help you understand the text? (sample answer only)

*I thought of what I know about the Olympics and other sports. Because I know a lot about the Olympics now, it helped me think about how these sports were the same and how they were different. The biggest difference is that there were hardly any rules - like breaking someone's fingers in wrestling! Wouldn't happen today. You would get thrown out.*

# Extreme Sports

Term 1

Think extreme sports are the latest thing? Think again! You are more than 2,000 years behind the times! Can you believe they actually started thousands of years ago in the ancient Olympics?

## *Extreme Beginning*

The ancient Olympics began in honour of the Greek god, Zeus. The first Games were held in 776 B.C.E. The Greeks continued the Olympic games every four years. The Games were always held in Olympia, Greece, at the site of the altar for Zeus. During the Olympics, all wars between city-states stopped so 50,000 people could travel safely to watch the games.

## \* *Extreme Sports*

The ancient Olympics provided athletes an opportunity to prove their fitness and superiority, just like our modern games. The ancient Olympic events were designed to eliminate the weak and glorify the strong. Winners were pushed to the brink.

The only event in the first Olympics was the stade race. It was a running race that was probably about 180 metres long. The race was run in non-stop heats. Athletes ran race after race until only one runner could go on. The last runner still standing was the winner. This was the only event for the first thirteen Games. Later, footraces increased to 366 metres long.

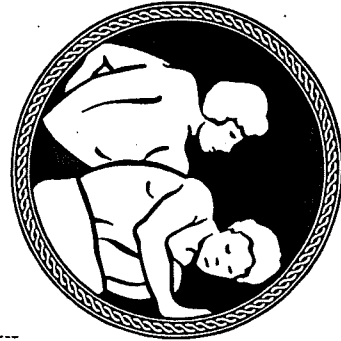
Some events were bizarre by modern standards. For example, in boxing, the two fought on until one boxer collapsed or died. Another oddity was a footrace that was run in full armour. Think of running under heavy armour, carrying a shield! \*

Just as in modern times, people loved extreme sports. One of the favourite events was added in the 33<sup>rd</sup> Olympiad. This was the pankration, or an extreme mix of wrestling and boxing. The Greek word *pankration* means "total power." The men

wore leather straps with metal studs, which could make a terrible mess of their opponents. This dangerous form of wrestling had no time or weight limits.

In this event, only two rules applied. First, wrestlers were not allowed to gouge eyes with their thumbs. Secondly, they could not bite. Anything else was considered fair play.

The contest was decided in the same manner as a boxing match. Contenders continued until one of the two collapsed. If neither surrendered, the two exchanged blows until one was knocked out. Only the strongest and most determined athletes attempted this event. Imagine wrestling "Mr Fingertips," who earned his nickname by breaking his opponents' fingers!

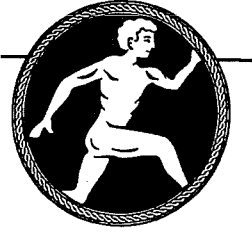


### WRESTLING

There were three types of wrestling events: upright wrestling, ground wrestling, and pankration

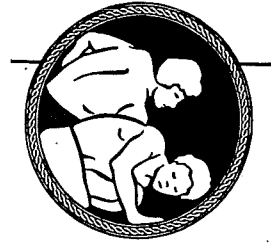
## *Additional Events*

One of the later events was the pentathlon, which included five events: jumping, running, discus, javelin throwing, and wrestling. Some other added events were more footraces, horse racing, and chariot racing. Strangely enough, the winners of the chariot races were not the jockeys. They were the owners of the horses!



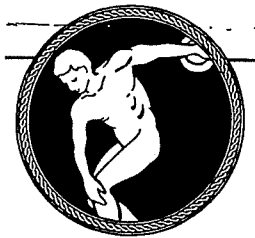
### FOOTRACE

The footrace was called the stade. Athletes sprinted about 200 yards (180 m) up and down the length of the stadium. The runners could be disqualified if they cut in front of, tripped, or elbowed other runners.



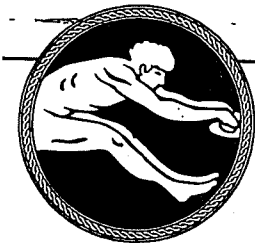
### WRESTLING

Two men wrestled until one wrestler threw his opponent to the ground three times. This could take hours to achieve. The match could also end if one of the men was too injured to continue. Gouging and biting disqualified the wrestlers



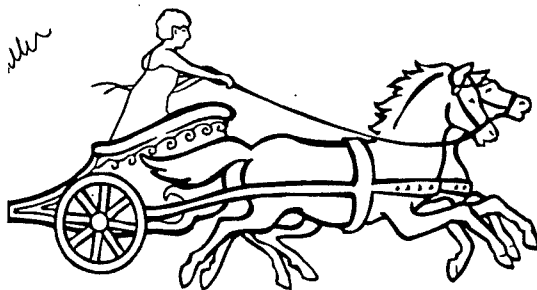
### JAVELIN OR DISCUS THROWING

Athletes chose to throw either a javelin, which is a long pole, or a bronze discus. The athletes had to find the best throwing angle and know exactly when to let go of the javelin or discus. An athlete could be disqualified if he stepped over the starting mark when throwing.



### LONG JUMPING

Long jumpers carried heavy weights to give them more momentum when they took off. They jumped on a bed of smoothly raked, crumbled earth. This left clear footprints so the judges could measure the distance each man jumped. A long jumper was disqualified if he tried to inch forward once he had landed.



Up to 40 chariots, pulled by teams of two or four horses, raced 12 laps in a stadium called the hippodrome.

### *Extreme Ending*

Nothing short of an extreme event could have put an end to the ancient Olympics. The Games officially ended in C.E. 394 after the Romans conquered Greece. In place of the Olympics, the Romans provided a new type of extreme spectator event. They converted the stadiums into amphitheatres, replacing the athletes with slaves who were forced to fight wild beasts to the death. It was not until 1896 that the modern Olympics resumed.

WCRA Assessment –Nonfiction Text				Grade ____	Student Name: _____
Term 1 2 3					
Accuracy: Independent Instructional Frustration Goal is 98% or better					Strategies Used to Decode
> 98% or higher = independent level					Sounds out letters
90 – 97% = instructional level					Uses word parts, groups or letters
< 90% = frustration level (use lower text)					Uses some visuals, then guesses
Fluency					Reads to end of sentence & rereads
					Skips and reads on
Pace	Halting	Careful	Confident	Expressive	Partial attempt, then goes on
					Errors are meaningful
Phrases	Word by word	Short phrases	Combination	Longer phrases	Errors are real words
					Stops or notices when meaning is lost
Reads end punctuation	Yes		No		Self corrects at appropriate rate 1:3
					Appeals for help before attempting

Term 2					
Accuracy: Independent Instructional Frustration Goal is 98% or better					Strategies Used to Decode
> 98% or higher = independent level					Sounds out letters
90 – 97% = instructional level					Uses word parts, groups or letters
< 90% = frustration level (use lower text)					Uses some visuals, then guesses
Fluency					Reads to end of sentence & rereads
					Skips and reads on
Pace	Halting	Careful	Confident	Expressive	Partial attempt, then goes on
					Errors are meaningful
Phrases	Word by word	Short phrases	Combination	Longer phrases	Errors are real words
					Stops or notices when meaning is lost
Reads end punctuation	Yes		No		Self corrects at appropriate rate 1:3
					Appeals for help before attempting

Term 3					
Accuracy: Independent Instructional Frustration Goal is 98% or better					Strategies Used to Decode
> 98% or higher = independent level					Sounds out letters
90 – 97% = instructional level					Uses word parts, groups or letters
< 90% = frustration level (use lower text)					Uses some visuals, then guesses
Fluency					Reads to end of sentence & rereads
					Skips and reads on
Pace	Halting	Careful	Confident	Expressive	Partial attempt, then goes on
					Errors are meaningful
Phrases	Word by word	Short phrases	Combination	Longer phrases	Errors are real words
					Stops or notices when meaning is lost
Reads end punctuation	Yes		No		Self corrects at appropriate rate 1:3
					Appeals for help before attempting



# Gr. 7 RUBRIC –READING FOR INFORMATION

Student Name: \_\_\_\_\_

Reading Skills	WCRA Quest.	Category	Not Yet Meets Expectations	Meets Expectations Minimally - Moderately		Fully Meets Expectations	Exceeds Expectations
				-	+		
Before Reading	1	<b>Predictions, questions, background knowledge</b>	<ul style="list-style-type: none"> <li>Predictions or questions may be illogical or irrelevant</li> <li>No evidence of connections to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Predictions or questions generally logical but simplistic</li> <li>Makes simple connections to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Predictions or questions logical, thoughtful, relevant</li> <li>Makes specific, logical connections to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Predictions or questions relevant; may be insightful, unique</li> <li>Makes many connections to prior knowledge; insightful</li> </ul>	
During Reading	2	<b>Main Ideas &amp; details; Note-taking</b>	<ul style="list-style-type: none"> <li>Has difficulty identifying important idea(s)</li> <li>Confuses main &amp; supporting ideas</li> <li>No organization</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some important idea(s)</li> <li>Details may be vague or partial</li> <li>Some organization in notes</li> </ul>	<ul style="list-style-type: none"> <li>Accurately identifies important ideas(s) in own words</li> <li>Details complete, accurate, relevant</li> <li>Logically organized notes</li> </ul>	<ul style="list-style-type: none"> <li>Restates important idea(s) in own words; synthesizes</li> <li>Details precise, complete; significant to main idea</li> <li>Notes show synthesis</li> </ul>	
	3	<b>Accuracy &amp; Use of Text Features (captions, graphics, bolded terms etc.)</b>	<ul style="list-style-type: none"> <li>Incomplete, inaccurate or irrelevant information</li> <li>Little or no use of text features</li> </ul>	<ul style="list-style-type: none"> <li>Partially accurate information; may be vague or missing details</li> <li>Includes some information from key features, graphics</li> </ul>	<ul style="list-style-type: none"> <li>Response clear, detailed, complete</li> <li>Includes accurate, relevant information from key features</li> </ul>	<ul style="list-style-type: none"> <li>Response clear, accurate &amp; thorough</li> <li>Includes important, specific details from text features</li> </ul>	
	4	<b>Inferences, conclusions, connections (match own ideas with info in text)</b>	<ul style="list-style-type: none"> <li>Unable to make logical inferences, conclusions, or connections</li> </ul>	<ul style="list-style-type: none"> <li>Makes obvious inferences, conclusions or connections</li> <li>Text support may be vague, missing or confusing</li> </ul>	<ul style="list-style-type: none"> <li>Makes logical inferences, conclusions or connections</li> <li>Some specific text support evident</li> </ul>	<ul style="list-style-type: none"> <li>Makes one or more logical inferences, conclusions or connections</li> <li>Clear specific or insightful support</li> </ul>	
	5	<b>Word skills</b>	<ul style="list-style-type: none"> <li>Unable to figure out new word(s)</li> <li>Relies on one strategy (e.g. sound out)</li> </ul>	<ul style="list-style-type: none"> <li>Partially able to figure out words</li> <li>Strategies named without explanation</li> </ul>	<ul style="list-style-type: none"> <li>Correct definition of word</li> <li>Several effective strategies named with some explanation</li> </ul>	<ul style="list-style-type: none"> <li>Clear &amp; correct definition</li> <li>Variety of strategies well-explained</li> </ul>	
	6	<b>Metacognition – knowledge of strategies</b>	<ul style="list-style-type: none"> <li>Unable to state strategies used or describe application</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategy stated only; application vague</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategy effective; application well-explained</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategy &amp; application show knowledge &amp; expertise</li> </ul>	
After Reading							