

Grade – 6

Date: _____ Start Time: _____ End Time: _____ Comprehension Score: ____/ 8
INDEX: _____ Grammar Score: ____/ 9

A. Comprehension: Read this passage and answer the questions below.

Rethinking Reading

Within this passage, we have both good news and bad news for you. The good news is, you will not always have this much reading to do in one sitting. The bad news is, you will have much more as you grow older. Have you ever seen the size of a college level textbook? Not only are college textbooks larger in size ordinarily, they also have greater, more in-depth content areas as well.

But here is a great suggestion, and surprising advice, that reading experts have been giving to busy students across the nation. Students often must read and comprehend a tremendous amount of material. Being able to read rapidly is an important skill that will make schoolwork easier, as well as help you advance in your career.

Most speed-reading methods are based on skim reading first and in reading groups of words. It takes discipline and a mind-set to become a great reader. When doing research or preparing for a test of any sort, you may not have to start at the beginning of the document and read straight through until the end. Definitely don't read slowly and ponder each word. It certainly is more enjoyable to be able to read something rapidly, instead of spending what seems like forever struggling through the words. In some cases, students do not even have to read beyond the table of contents and index.

Look for information that informs the reader whether the book offers the information he or she is in need of. A great place to find this information is an index and table of contents. If the book does provide the given information, skimming a few pages reveals the author's approach. Is the author's writing too dry for your preference of literature? Maybe you should try another book by a different author. Using this strategy will make your reading time much more productive. Locating the bibliography might offer alternative sources for the same material, allowing you to get a wide range of references for your work.

Focus in on the information that is specific to your work. If the table of contents directs you to chapter 17, don't bother reading the first 16 chapters. If your goal is finding explicit information, skim the material and look only for key phrases. On the other hand, if you are searching for general background information, look for bold words, titles to specific chapters, headings, and subheadings. These might provide enough background for you to move forward in your study. If you do find that general information you are looking for, do not read any further in the material!

What happens if there is a chance you must read an entire book? Then when you begin to read the first chapter, the style of the writing automatically puts to sleep? Come up with a plan to involve a group of classmates, and devise a group reading session. You can work together to explain confusing sections to each other. Research shows that learning is easier and more interesting when you have something intriguing to talk, write, or think about. Group reading sessions can be powerful in generating critical thinking, speaking and writing activities. This is a wonderful way to become familiar with new classmates and it is also great preparation for college courses.

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INDEX:

1. When deciding whether a book will provide the information you need, first read:

- a) chapter titles
- b) table of contents and index
- c) subheadings
- d) words and phrases in bold print

2. According to the passage, you would skim reading passages to:

- a) determine the writer's style
- b) find specific information
- c) both A and B
- d) find background information

3. Which of these is not a true statement about reading for background knowledge?

- a) All books have chapter titles, subheadings, and words in bold print.
- b) Chapter titles and subheadings are useful for background information.
- c) Side bars and words in bold print may provide background information.
- d) You may not need to read the entire passage, word for word.

4. The passage is mainly about:

- a) how to skim read
- b) how to read for specific information
- c) how to read for background information
- d) how to find other books on the same subject

5. What two details in the passage allow you to find the answer to question 2?

6. What can you *infer*, or assume, about your reading load when you become a college student?

7. What conclusion do you draw about skim reading?

8. Why are group reading sessions so beneficial to students?

B. Grammar – Irregular Verbs: Fill in the empty boxes using the verb column as a guide. An example in the first row has been provided for you.

	Verb	Past Tense	Past Participle		Verb	Past Tense	Past Participle
Ex.	be	was/were	(has) been	5.	see	saw	
1.	begin		begun	6.	eat	ate	
2.	bring	brought		7.	fall		fallen
3.	come	came		8.	go		gone
4.	do		done	9.	have	had	