Success in Literacy Reading Tests

UNDERSTANDING YEAR 6 COMPREHENSION

Excellent for all Students, Teachers, Coaches and Parents

SAMPLE

Authors

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Year 6 Comprehension Passages and Exercises

These tests include narratives, poems, procedures, recounts, explanations, descriptions, reviews and reports. At the end of each test there is also a valuable and well explained literacy tip. 1

ANSWERS - Reading Comprehension Tests 83, 84

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SAMPLE

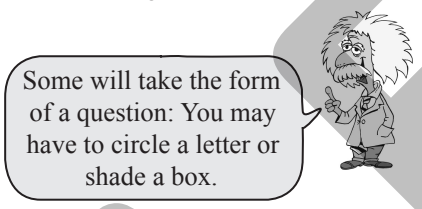
"So it is with children who learn to read fluently and well. They begin to take flight into whole new worlds as effortlessly as young birds take to the sky."

William James

A BRIEF SUMMARY OF SOME QUESTION FORMATS

Read the fable by Aesop,**The Fox and the Grapes**, as the text for a set of questions.

A lone fox, lean with hunger, came to a vineyard after much wandering through fields. The vines were rich with fruit, with many bunches of grapes hanging full and ripe, ready for eating.
No one was about so he stole silently in, but upon entering discovered the grapes were high above his head on tall trellises far out of reach.
He jumped but failed to grab the grapes. He tried again and again. All his efforts were in vain. His tired body began to ache after successive jumps to satisfy his hunger. ___(4)___ , frustrated and angry, the fox stumbled back from his last leap and cried out, "I don't want the grapes. They are sour and not fit to eat!" before heading for the hills, like a defeated soldier.



1. Where had the fox been wandering?

A past a trellis
B through a vineyard
C across fields
D towards the hills

The question could have been framed so that you have to complete a sentence.

2. When the fox discovered some bunches of grapes he had been wandering

A past a trellis B through a vineyard
C across fields D towards the hills

Some questions may have to do with word or phrase meanings.

3. Choose the word that could best replace efforts as used in the text.

A attempts B leaps C achievements D work

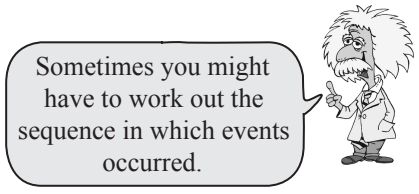
(Did you notice the different lay out of the options? They were across the page.)

4. Which word would best go in the space labelled (4)?

A Normally B Shortly C Finally D Bravely

5. Write the numbers 1 to 4 in the boxes to show the correct order in which events occurred in the fable. The first one (1) has been done for you.

1	The fox wandered through fields.
	The fox stumbles after his final jump.
	The fox leaves the vineyard and heads for the hills.
	The fox tries many times to snatch the grapes.



Some questions are called *free response questions.* You will have to write an answer.

6. What were the grapes hanging from? Write your answer on the line? _____

Sometimes you might have to decide if something is TRUE or FALSE.

7. Tick the box to show if this statement is TRUE or FALSE.

The grapes hanging from the trellis were not ripe. TRUE ☐ FALSE ☐

There will be times when you will have to read the whole text and make a judgement.

8. What point does the fable portray?

A time solves all difficult problems B one good turn deserves another
C people find excuses for their failure D pride comes before a fall

9. There might be a question about the use of language in the text.

The phrase: *like* a defeated soldier (last line), is an example of a

A metaphor B simile

10. You might have to decide if, according to the text, a statement is FACT or OPINION.

Are the fox's words, "They are sour and not fit to eat", a fact or an opinion? _____

Answers: 1. C, 2. C, 3. A, 4. C, 5. (1, 3, 4, 2), 6. trellises, 7. FALSE, 8. C, 9. B (metaphor) 10. opinion

SAMPLE

Year 6 Comprehension Passages and Exercises

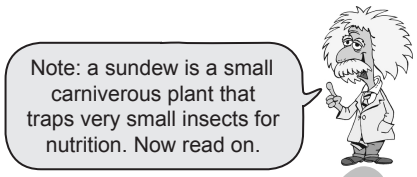
Each of the 40 passages has a set of eight questions - comprehension and language questions,based upon that text. Following the questions is a section called **Lit Tip** (short for Literacy Tips). These are gems of information that are intended to develop the child's responses to Language Conventions questions arising in texts and tests. They may also be beneficial when answering questions in Language Convention (Grammar) papers or when completing Writing assessment tasks.

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SAMPLE

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1 Read the narrative extract ***Cat v Plant.***



Cat v Plant

Within a week Lorenzo's sundew had several more new, green traps as big as a large coin - and was starting to catch bigger insects. One day it must have caught a butterfly. There were butterfly wings on the cobblestones.

Briefly Lorenzo wondered if he might have done something wrong.

Lorenzo decided to stop feeding it plant food, but he would have to get a bigger pot.

He found a large green tub and got some potting mix from under the counter of his mother's garden shop. It was called Rapid Growth Plus.

By the end of a month the Fly Traps were almost as big as a small hand - and getting bigger!

If Lorenzo quickly touched the open jaws with the tip of his finger, they snapped shut so fast he could hardly see them move. He made sure he pulled his hand away quickly.

Each fine morning he would drag his plant out into the sunny corner in the front of the shop. Each afternoon he would drag it back into his mother's shop. It was too big to take upstairs.

'Glad they don't eat people,' his father had joked as he left for work one morning.

That thought had crossed Lorenzo's mind. He didn't like the idea.

Then late one afternoon he saw Gladiator, Mrs Bellini's horrid cat, sneaking up on his plant. Lorenzo watched from inside the shop door.

Gladiator was stalking his plant!

Suddenly he sprung and swiped at the plant with his open claw. The plant pulled back – shocked.

Then to Lorenzo's amazement the plant struck back. It's open trap just missing the cat's whiskers.

Gladiator pulled back in shock. His back arched and the hairs on his neck stood straight up. Then he crouched down low like a leopard stalking its prey. He wasn't going to be threatened by a plant!

Lorenzo rushed outside, shouting at the cat.



SAMPLE

Understanding Narratives

Circle a letter to answer questions 1 to 8.

1. A carnivorous plant is one that

A is dependent upon sunlight for survival
B is carried from one site to another
C eats creatures for its survival
D quickly outgrows its pot

2. Lorenzo's sundew was growing rapidly because

A he had it growing in a large green pot
B he planted it in rich potting mix
C it was put in the sunlight each day
D it caught many insects to eat

3. Which word best describes how Lorenzo felt about his plant? He was

A disinterested
B fearful
C neglectful
D protective

4. What thought crossed Lorenzo's mind that worried him?

A Gladiator was going to eat his plant.
B The green pot was too big to drag outside.
C The sundew might eat people.
D His sundew was not getting enough food.

5. Which of the following options from the text is a simile?

A he crouched down low like a leopard stalking its prey
B Lorenzo wondered if he might have done something wrong
C it was too big to take upstairs
D they snapped shut so fast he could hardly see them move

6. Which word from the first paragraph is not a compound word?

A sundew
B butterfly
C insects
D cobblestones

7. How would Gladiator be best described?

A meek
B agressive
C inquisitive
D sluggish

8. What happened to the sundew when Gladiator attacked it?

A it avoided the onslaught
B it had its traps damaged
C it wilted after the attack
D it became very distressed

Need to try another narratice? Check the contents page.

Lit Tip

Lit Tip 1 - Improve your Literacy skills **Plurals for names from initials**

Many things are refered to by their initials, e.g. ATM for Automatic Teller Machine.
How do we refer to the plural form of ATM. Many people add an apostrophe s ('s).
This is wrong. The correct form is ATMs. The s is a lower case s.
Examples: DVDs, 1900s, SUVs (sports utility vehicles), POWs (prisoners of war), 4WDs

Choose the correct option to complete this sentence.
Dave needed a computer so he checked out _____ in the local paper.

A pc's
B PCs
C PC's
D PCS

SAMPLE

2 Read the movie poster ***The Blob.***

The Blob

Film posters are used to advertise a film. They normally contain an image with text. Prior to the 1990s, illustrations from the film, instead of photos of stars, were more common. The text on a poster usually contains the film title in large lettering and the names of the main actors. It may also include the name of the director, names of characters and the release date.

The original version of The Blob was made in 1958. It depicts a growing protoplasm-like alien creature that came from outer space and terrorised the small town of Downingtown. There have been subsequent remakes.



SAMPLE

Understanding Persuasions

Circle a letter to answer questions 1 to 8.

1. The poster is attempting to attract viewers who would enjoy

A horror movies B comedies
C romance movies D fantasies

2. Who is most likely the star of the film?

A Aneta Corseau B Kate Phillips
C Steve McQueen D Earl Rowe

3. Which part of the poster dominates the poster?

A the name of the film B the name of the star actor
C a graphic from the film D the faces of the characters

4. The words *indestructible* and *indescribable* as used on the poster are

A nouns B adjectives C adverbs D verbs

5. The monster as portrayed on the poster, is most likely, a

A a robotic monster B super-intelligent alien
C a mythical beast D shapeless living organism

6. What feature was more important on film posters after the 1990s?

A a succinct descriptions of the film's plot
B the release date of the film to cinemas
C photos of the stars in the movie
D large dominating reproduction of the film's title

7. The expression on the faces on the poster show

A awe B amazement C excitement D terror

8. The word *subsequent* as used in the second introductory paragraph of text means a

A production coming after the original movie
B movie of lower quality than the original
C remake that is more successful than previous versions
D sequel to the original movie

Need to try another persuasive text? Check the contents page.

Lit Tip

Lit Tip 2 - Improve your literacy skills **Better words than went**

It is easy to overuse the *went* type words in story writing. More precise words are available which can improve your story.

Look at these three examples:
1. Jan <u>went</u> home. 2. Jan <u>hurried</u> home. 3. Jan <u>strolled</u> home.
Examples 2 and 3 give the reader some insight into how Jan went home.
Here are some other options: trudged, sprinted, stumbled, danced, bounded, plodded.

Find three better words than *walked* that help readers get a more precise picture.
Patty *walked* towards the water.
1. _____ 2. _____ 3. _____

SAMPLE

Answers Year 6 Comprehension Questions

No. Title Answers

1. Cat V Plant: 1. C 2. B 3. D 4. C 5. A 6. C 7. B 8. A
2. The Blob: 1. A 2. C 3. A 4. B 5. D 6. C 7. D 8. A
3. Paperbark Creek: 1. B 2. D 3. FALSE 4. A 5. B 6. C 7. D 8. A
4. Wasp Attack: 1. C 2. don 3. B 4. D 5. A 6. C 7. D 8. C
5. What is Art Deco?: 1. A 2. B 3. C 4. D 5. C 6. A 7. streamlining 8. D
6. How to Grow Sprouts: 1. C 2. B 3. D 4. A 5. (3, 2, 4, 1) 6. D 7. C 8. A
7. Families Connected?: 1. C 2. A 3. B 4. D 5. B 6. C 7. A 8. D
8. Lombok Floating Palace: 1. D 2. FALSE 3. D 4. B 5. C 6. (2, 4, 3, 1) 7. B 8. A
9. Vietnamese Legend: 1. D 2. C 3. (2) 4. A 5. C 6. B 7. C 8. D
10. The Family Tree: 1. B 2. A 3. D 4. A 5. B 6. NO 7. D 8. C
11. The Ballyhooley Steam Train: 1. D 2. B 3. A 4. C 5. D 6. C 7. B 8. D
12. Rickshaw Rides: 1. D 2. A 3. D 4. B 5. C 6. A 7. B 8. C
13. Footsteps in the Sand: 1. D 2. B 3. feel 4. D 5. C 6. A 7. A 8. C
14. Lone Dog: 1. C 2. A 3. B 4. bide 5. D 6. A 7. B 8. D
15. Traffic Gridlock: 1. A 2. B 3. D 4. C 5. B 6. C 7. A 8. D
16. Forbidden Billabong: 1. D 2. C 3. A 4. B 5. A 6. D 7. C 8. B
17. Duesenberg Automobile: 1. A 2. C 3. A 4. (3, 1, 2, 4) 5. D 6. B 7. C 8. D
18. Interjections: 1. B 2. TRUE 3. A 4. D 5. C 6. A 7. B 8. D
19. Poochera Ants: 1. A 2. B 3. D 4. C 5. B 6. A 7. C 8. B
20. Treasure Island: 1. B 2. A 3. buccaneers 4. D 5. C 6. C 7. A 8. B

Continued on the next page…

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