

## Grade 6—Targeted Standards Review—Week 5

### Students who Suffer Concussions Also Suffer in the Classroom, Study Says

By Los Angeles Times, adapted by Newsela staff on 05.28.15

1. Which paragraph would make the best summary of the article?
  - a) It happens in an instant, but the effects last much longer. A student is shaken by a car accident or gets hit in the head while playing sports. Weeks later, they are still struggling with schoolwork as the result of a “mild traumatic brain injury,” also known as an MTBI or concussion.
  - b) New research published by a medical journal called Pediatrics shows that nearly 9 in 10 teens who experience concussions have academic issues afterward. Symptoms like headaches and fatigue make school especially difficult for them.
  - c) Students with mild brain injuries usually recover in one to three weeks. Most students whose symptoms last longer than that say they have trouble taking notes, studying and completing their homework.
  - d) Researchers recommend that health-care professionals give families post-concussion plans to pass along to their schools. Each plan should give schools specific instructions based on a student’s individual symptoms.
  
2. Which sentence from the section “Needs of Students with Concussions Often Overlooked” includes the main idea of the article?
  - a) Students with concussion symptoms face unique challenges at school.
  - b) Even schools that do a good job helping students with learning disabilities often overlook the short-term needs of students with concussions.
  - c) During the recovery phase, a patient’s time at school might be limited.
  - d) Teachers might need to let a concussed student leave class a few minutes early so they don’t get caught in all of the noise and confusion of passing periods.
  
3. What role does the section “Needs of Students with Concussions Often Overlooked” play in the article as a whole?
  - a) It predicts the consequences of brain damage.
  - b) It suggests support for students with brain damage.
  - c) It compares different solutions to the brain damage problem.
  - d) It identifies problems associated with brain damage.

4. Identify the text evidence below that supports the author's point of view that effective schools can be ineffective at understanding the needs of students recovering from concussions.
  - a) It happens in an instant, but the effects last much longer. A student is shaken by a car accident or gets hit in the head while playing sports.
  - b) Academic problems were even common for students who seemed to be recovering quickly
  - c) Most students whose symptoms last longer than that say they have trouble taking notes, studying and completing their homework.
  - d) Even schools that do a good job helping students with learning disabilities often overlook the short-term needs of students with concussions
  
5. The format of the opening sentence of the article can best be described as ----
  - a) Problem-solution
  - b) Chronological order
  - c) Cause and effect
  - d) Comparison and contrast