Reading comprehension for Grade 4

Practice worksheet - English · Grade 4 · Read, connect, explain

Name: _____ Date: _____

Show your working. Answers and explanations follow on a separate page.

Read each passage once for its overall meaning, then return for details. Answer on paper before opening the explanations. Some questions accept more than one sensible wording. The question labels tell you which skill to practise.

Passage 1: The silent announcement

Original fiction · 206 words

(1) On Monday, Arun brought a small handbell to the classroom. His group was running the lunchtime book swap, and he wanted everyone to hear when it opened. He rang the bell once. Three children looked up, but Tara covered her ears and moved away from the table.

(2) Arun stopped. 'Too loud?' he asked. Tara nodded. 'I still want to help,' she said. She pointed to the pile of coloured cards beside the books. 'Could we use those?'

(3) The group made a green card that said OPEN and an orange card that said PLEASE WAIT. Arun wrote the words in large letters so that the message did not depend only on colour. Tara drew a small book beneath each message. They practised holding the cards above the table.

(4) At lunchtime, a crowd formed near the door. Arun reached towards the handbell, then paused. Tara lifted the green card. A few children at the back could not see it, so the group moved the sign to a taller stand and asked the class helpers to point it out.

(5) By the end of lunch, twelve books had new readers. The handbell stayed in Arun's bag. Tara was already planning a sign for next week: BRING A BOOK TO SHARE.

Passage 2: Plan a useful class notice

Original instructional text; fictional school example · 240 words

(1) A class notice helps a reader do something: bring a material, arrive at a place or remember a deadline. Before decorating a notice, decide which action matters most. A clear message is more useful than a large heading that says only IMPORTANT.

(2) Imagine that Grade Four will hold a paper-model exhibition on Friday. Visitors can arrive between 1:00 and 1:30 in Room 6. Each child may bring one model. A useful notice gives the event, day, visiting time and room. It also tells children about the one-model limit. A drawing of a model can attract attention, but it cannot replace those details.

(3) Write the important information in short lines. Choose letters large enough to read from a few steps away. Keep the background simple so the words stand out. If a symbol or colour carries a message, add words explaining it. Not every visitor will interpret the same symbol in the same way.

(4) Before putting up the notice, ask someone who has not helped make it to read it. Ask, 'Where should you go? When can you visit? What can you bring?' If the reader cannot answer, revise the notice. Do not explain the missing detail aloud and then decide the notice is clear: another reader may arrive when you are not there.

(5) Finally, check the notice against the actual plan. A beautiful notice with the wrong room number can send everyone to the wrong place.

1. What event was Arun's group running?

2. What two messages did the first cards show?

3. Why did Arun put words on the cards as well as colours?

4. What suggests that Tara wanted to take part despite disliking the bell?

5. Put these in order: the sign moves to a taller stand; Arun rings the bell; Tara suggests cards.

6. In 'a crowd formed near the door', what does formed mean?

7. Choose a title and explain: A Missing Bell / A Plan Everyone Could Join / The Most Expensive Book.

8. Can we conclude that the group will never use a bell anywhere again? Explain.

9. Where will the imagined exhibition take place?

10. How many models may each child bring?

11. Why is a heading that says only IMPORTANT not enough?

12. A draft says 'Paper models, Friday, Room 6'. Name two details from the plan that should be added.

13. What does revise mean in this text?

14. Why choose a reader who did not help make the notice?

15. Summarise the advice in one sentence.

16. Write a two-line notice for the fictional exhibition using only the supplied facts.

Answers and explanations

Answer key - English · Grade 4 · Read, connect, explain

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1. A lunchtime book swap.

The opening paragraph states the event. A book sale would change the meaning: the passage does not mention buying books.

2. OPEN and PLEASE WAIT.

These are stated in paragraph three. Giving only the colours would not answer a question about messages.

3. So people could understand the message without relying only on colour.

The passage gives this reason directly. The words also distinguish the two signs, but do not claim the text says a particular child cannot see colour.

4. She says she still wants to help and suggests using the cards.

Either clue is relevant; using both makes the inference stronger. Moving away from the noise does not mean she rejects the whole activity.

5. Arun rings the bell → Tara suggests cards → the sign moves to a taller stand.

Follow the events from the opening paragraph to lunchtime. The taller stand is a second adjustment, after the group has made the cards.

6. Gathered or came together.

The subject is a crowd of people. A meaning such as shaped out of clay would not fit this context.

7. A Plan Everyone Could Join.

The story follows the group adapting its announcement so Tara can help and the crowd can see. The bell is not missing and no prices are given.

8. No. We know that the bell stayed in Arun's bag during this event, but the story does not describe every future event.

Avoid turning one observed choice into an unlimited claim. A good inference respects what the passage leaves unknown.

9. Room 6.

The second paragraph states the room. The example is a fictional practice plan, not an announcement for a real school.

10. One model.

May bring sets a limit, not a requirement that every child must bring one.

11. It does not tell the reader what action to take or the details they need.

Connect the opening purpose of a notice with the specific event details in paragraph two. Being eye-catching is different from being informative.

12. The visiting time, 1:00-1:30, and the limit of one model per child.

Both details appear in the plan but are missing from the draft. Do not invent a fee, uniform rule or different time.

13. Change or improve the notice after checking it.

The surrounding sentences describe finding missing information and making the notice clearer. Here it does not mean memorise notes for an exam.

14. They are less likely to know the missing details already, so their answers help test whether the notice explains itself.

This is an inference from the suggested test and the warning against filling gaps aloud. The text does not say that the helpers are poor readers.

15. Make a notice that gives accurate, readable information, then test whether someone can use it without extra explanation.

Other wording is acceptable if it includes the central purpose. A summary about using colourful drawings alone misses the main advice.

16. Example: Paper-model exhibition - Friday, Room 6. Visit 1:00-1:30; each child may bring one model.

Accept another layout that preserves the event, day, room, visiting time and model limit. Do not add a date or claim the example is a real event.