My child reads fluently but misses the meaning

Practice worksheet - English · Parent guide

Name: _____ Date: _____

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

These are practice decisions for parents and learners, not an assessment or diagnosis. Compare the suggested response with the explanation and adapt it to the actual task.

Write an answer and your reason before opening the explanation. Check the reasoning as well as the final answer.

Read this passage before the related questions

Meera and her brother Arun made a paper boat at the kitchen table. Arun wanted to test it in a puddle outside. Meera looked through the window. The trees were bending and rain tapped loudly against the glass.

"Let's use the washing-up bowl first," she said. They filled it with a little water and placed the boat on the surface. It floated. Arun added a small pebble. One edge dipped, and water crept inside.

Meera lifted the boat out before it sank. "Next time, a lighter passenger," she said. Arun put the pebble aside and reached for a small dry leaf.

1. Is "Meera hates rain" established in the passage?

2. What happens immediately after the pebble is added?

3. Which word means the top of the water?

4. Who puts the pebble aside?

5. Was the puddle the original plan or the actual first test?

6. Can we report that the leaf test succeeded?

7. What supports choosing a lighter passenger?

8. Should the passage be hidden while checking a new inference?

9. Does one weak retelling prove a learning disorder?

10. How can a younger learner show the sequence without a long written answer?

11. Does repeating a memorised model answer prove understanding of a new passage?

12. What should you ask after an unexpected but plausible answer?

13. What should a teacher see if the difficulty persists?

14. Write a supported reason for Meera choosing the bowl.

Answers and explanations

Answer key - English · Parent guide

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1. No.

The passage shows windy, rainy weather but does not state her preference.

2. An edge dips and water enters.

These events appear before Meera removes the boat.

3. Surface.

Understanding it helps picture where the boat sits.

4. Arun.

The final paragraph names him.

5. The original plan.

The actual first test takes place in a bowl.

6. No.

The text ends before that test occurs.

7. The pebble made an edge dip and Meera suggests a lighter passenger.

Use relevant details rather than an unrelated guess.

8. Not at first.

Looking back helps the learner verify evidence.

9. No.

A single session cannot establish a diagnosis.

10. Draw three moments or explain them aloud.

This separates understanding from writing demands.

11. No.

Try a fresh text with a similar reasoning demand.

12. Which part of the text helped you?

A different interpretation may be reasonable if supported.

13. The passage, the learner's actual answer and the help supplied.

Specific evidence is more useful than a broad label.

14. For example: The wind and rain could make an outdoor test difficult.

The clues support this possibility without proving a particular emotion.