Read With Accuracy and Fluency

Grade 4 Reading Worksheet - Challenge Me

Name _____ Date _____

Read the story. Circle the way of reading that groups the words best.

READ THIS FIRST

The Orchid Card

Nana's eyes were getting tired, so on Sunday she asked Malia to read the old card tied to her orchid pot. The card was soft and stained, and the handwriting curled across it in faded blue ink. At the top, it said, "Care for Losa's Orchid."

The orchid sat on the kitchen windowsill. Its long, waxy leaves were green and healthy, but it had not bloomed in two years. Nana hoped that careful care might help it flower again.

"Read me the story first," Nana said. "The story is on the back."

Malia turned the card over. She read the note in an easy, steady voice, the way she read chapter books at bedtime. It told how Nana's sister Losa carried the orchid on a boat from Apia in a coffee can. It told how the plant bloomed every year near Nana's birthday. When Malia reached the line "and every year we waited for the first flower," Nana smiled and closed her eyes.

Then Malia turned to the front, where the steps were. Without thinking, she kept the same easy speed. "Feed it four teaspoons of plant food," she read.

Nana opened her eyes. "Four teaspoons? Child, we are feeding one orchid, not a whole farm."

Malia looked again. There was a tiny 1 above the 4, with a short line between them. It was not 4. It was 1/4. "One-fourth of a teaspoon," she said. "Sorry, Nana."

"No need for sorry," Nana said. "Just slow down here. The back of the card is for listening. The front is for measuring."

So Malia changed her pace. On the front, she read one line at a time, and Nana measured before Malia read the next. "Water once a week." Pause. "Use one-fourth teaspoon of plant food." Pause. "Use room-temperature water — not cold." Malia noticed that two words in that line were underlined twice, so she read them more strongly.

When the orchid was back on the windowsill, Malia read the back of the card again. This time she did not hurry, and she did not crawl. She read it the way Losa might have told it, with a smile in her voice.

"You read the front like a scientist," Nana said, "and the back like a storyteller. That is exactly right."

Three weeks later, a small green bud appeared on the orchid's stem, just in time for Nana's birthday. Nana touched it gently. "Losa would be pleased," she said. Malia tucked the card back beside the pot, story side out.

1. Which way of reading this sentence groups the words best? 'Its long, waxy leaves were green and healthy, but it had not bloomed in two years.'

   Its long, waxy leaves / were green and healthy, / but it had not bloomed / in two years.

   Its long, waxy leaves were / green and healthy, but it had not bloomed / in two / years.

   Its long, waxy leaves were green / and healthy, but it had / not bloomed in two years.

   Its long, / waxy leaves were green and / healthy, but it had not / bloomed in two years.

2. Which way of reading this sentence groups the words best? 'She read the note in an easy, steady voice, the way she read chapter books at bedtime.'

   She read the note in / an easy, steady voice, the / way she read chapter books at / bedtime.

   She read the note / in an easy, steady voice, / the way she read chapter books / at bedtime.

   She read / the note in an easy, steady voice, the way she / read chapter books at bedtime.

   She read the note in an / easy, steady voice, the way / she read chapter / books at bedtime.

3. Which way of reading this sentence groups the words best? 'The card was soft and stained, and the handwriting curled across it in faded blue ink.'

   The card was soft / and stained, and the handwriting / curled across it in faded / blue ink.

   The card was soft and stained, and the / handwriting curled across / it in faded blue ink.

   The card / was soft and stained, and the handwriting curled / across it in faded blue / ink.

   The card was soft and stained, / and the handwriting curled across it / in faded blue ink.

4. Which way of reading this sentence groups the words best? 'When the orchid was back on the windowsill, Malia read the back of the card again.'

   When the orchid was back on the windowsill, / Malia read the back of the card again.

   When the orchid was / back on the windowsill, Malia read / the back of the card again.

   When the orchid was back on the / windowsill, Malia read the back / of the card again.

   When the orchid was back on the windowsill, Malia / read the back / of the card again.

Scan to get this marked free. No screen time for your child.
Print it · do it in pencil · scan it · PencilGo picks the next sheet.

Read With Accuracy and Fluency

Answer Key - Grade 4 Reading Worksheet - Challenge Me

Read the story. Circle the way of reading that groups the words best.

READ THIS FIRST

The Orchid Card

Nana's eyes were getting tired, so on Sunday she asked Malia to read the old card tied to her orchid pot. The card was soft and stained, and the handwriting curled across it in faded blue ink. At the top, it said, "Care for Losa's Orchid."

The orchid sat on the kitchen windowsill. Its long, waxy leaves were green and healthy, but it had not bloomed in two years. Nana hoped that careful care might help it flower again.

"Read me the story first," Nana said. "The story is on the back."

Malia turned the card over. She read the note in an easy, steady voice, the way she read chapter books at bedtime. It told how Nana's sister Losa carried the orchid on a boat from Apia in a coffee can. It told how the plant bloomed every year near Nana's birthday. When Malia reached the line "and every year we waited for the first flower," Nana smiled and closed her eyes.

Then Malia turned to the front, where the steps were. Without thinking, she kept the same easy speed. "Feed it four teaspoons of plant food," she read.

Nana opened her eyes. "Four teaspoons? Child, we are feeding one orchid, not a whole farm."

Malia looked again. There was a tiny 1 above the 4, with a short line between them. It was not 4. It was 1/4. "One-fourth of a teaspoon," she said. "Sorry, Nana."

"No need for sorry," Nana said. "Just slow down here. The back of the card is for listening. The front is for measuring."

So Malia changed her pace. On the front, she read one line at a time, and Nana measured before Malia read the next. "Water once a week." Pause. "Use one-fourth teaspoon of plant food." Pause. "Use room-temperature water — not cold." Malia noticed that two words in that line were underlined twice, so she read them more strongly.

When the orchid was back on the windowsill, Malia read the back of the card again. This time she did not hurry, and she did not crawl. She read it the way Losa might have told it, with a smile in her voice.

"You read the front like a scientist," Nana said, "and the back like a storyteller. That is exactly right."

Three weeks later, a small green bud appeared on the orchid's stem, just in time for Nana's birthday. Nana touched it gently. "Losa would be pleased," she said. Malia tucked the card back beside the pot, story side out.

1. Which way of reading this sentence groups the words best? 'Its long, waxy leaves were green and healthy, but it had not bloomed in two years.'

Its long, waxy leaves / were green and healthy, / but it had not bloomed / in two years.

Its long, waxy leaves were / green and healthy, but it had not bloomed / in two / years.

Its long, waxy leaves were green / and healthy, but it had / not bloomed in two years.

Its long, / waxy leaves were green and / healthy, but it had not / bloomed in two years.

2. Which way of reading this sentence groups the words best? 'She read the note in an easy, steady voice, the way she read chapter books at bedtime.'

She read the note in / an easy, steady voice, the / way she read chapter books at / bedtime.

She read the note / in an easy, steady voice, / the way she read chapter books / at bedtime.

She read / the note in an easy, steady voice, the way she / read chapter books at bedtime.

She read the note in an / easy, steady voice, the way / she read chapter / books at bedtime.

3. Which way of reading this sentence groups the words best? 'The card was soft and stained, and the handwriting curled across it in faded blue ink.'

The card was soft / and stained, and the handwriting / curled across it in faded / blue ink.

The card was soft and stained, and the / handwriting curled across / it in faded blue ink.

The card / was soft and stained, and the handwriting curled / across it in faded blue / ink.

The card was soft and stained, / and the handwriting curled across it / in faded blue ink.

4. Which way of reading this sentence groups the words best? 'When the orchid was back on the windowsill, Malia read the back of the card again.'

When the orchid was back on the windowsill, / Malia read the back of the card again.

When the orchid was / back on the windowsill, Malia read / the back of the card again.

When the orchid was back on the / windowsill, Malia read the back / of the card again.

When the orchid was back on the windowsill, Malia / read the back / of the card again.