Read With Accuracy and Fluency

Grade 4 Reading Worksheet

Name _____ Date _____

Read the story. Circle the answer to each question about what happened.

READ THIS FIRST

Practice for the Radio Show

On Friday, Room 12 would perform a radio show for the whole school. There would be no costumes and no stage. Listeners would hear only voices, so every line had to sound right.

Ms. Abebe handed out the scripts. Lucía played a park ranger on a mountain. Tomás played a hiker who was lost in the fog. Ravi made the sound effects with a paper bag, a tin sheet, and a small fan.

They started practicing. Tomás read his first line. "Is anyone there? I can't see the trail."

"Good," said Ms. Abebe. "Your voice went up at the end, just like a question should. Now try to sound tired. Your hiker has been walking all afternoon."

Tomás read it again, slower and softer. This time, he sounded as if each step took all his strength.

Next came Lucía's line. The script said, "Wait — I see a light out there!"

Lucía read it all in one breath. Ms. Abebe tapped the dash in the script. "This mark means a quick pause," she said. "Your ranger stops to look. Then she gets excited."

Lucía tried again. "Wait —" She stopped and leaned forward, as if she were peering into the fog. "I see a light out there!"

Ravi grinned. "Now I believe you," he said. He shook the tin sheet, and it rumbled like thunder.

The hardest line came near the end. Tomás had to say, "I didn't walk toward the river. I walked toward the light." He read every word the same way, and it sounded flat.

"Which word matters most?" Ms. Abebe asked.

Tomás studied the line for a moment. Then he read it once more, leaning hard on one word in the second sentence. The whole class clapped.

On Friday, the speakers crackled in every classroom. Room 12's voices rose and fell, paused and hurried. Down the hall, a first grader whispered, "Is the hiker going to be okay?"

1. Why did every line in the radio show have to sound right?

   The principal wanted a very short show.

   Ms. Abebe would grade each line.

   Listeners would hear voices but see nothing.

   The show would be recorded and sold.

2. What did Tomás do right the first time he read 'Is anyone there?'

He stressed the word 'trail.'

He paused at the dash.

He let his voice rise at the end.

He read it in a whisper.

3. What did Ravi use to make the sound effects?

a microphone, a big drum, and a radio

a paper bag, a tin sheet, and a small fan

costumes, a stage, and a bright spotlight

scripts, red pencils, and a tape recorder

4. Why did Ms. Abebe circle the dash in the script?

to show where the line ends

to show where to whisper

to show which word to stress

to show a quick pause

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

Read the story. Circle the answer to each question about what happened.

READ THIS FIRST

Practice for the Radio Show

On Friday, Room 12 would perform a radio show for the whole school. There would be no costumes and no stage. Listeners would hear only voices, so every line had to sound right.

Ms. Abebe handed out the scripts. Lucía played a park ranger on a mountain. Tomás played a hiker who was lost in the fog. Ravi made the sound effects with a paper bag, a tin sheet, and a small fan.

They started practicing. Tomás read his first line. "Is anyone there? I can't see the trail."

"Good," said Ms. Abebe. "Your voice went up at the end, just like a question should. Now try to sound tired. Your hiker has been walking all afternoon."

Tomás read it again, slower and softer. This time, he sounded as if each step took all his strength.

Next came Lucía's line. The script said, "Wait — I see a light out there!"

Lucía read it all in one breath. Ms. Abebe tapped the dash in the script. "This mark means a quick pause," she said. "Your ranger stops to look. Then she gets excited."

Lucía tried again. "Wait —" She stopped and leaned forward, as if she were peering into the fog. "I see a light out there!"

Ravi grinned. "Now I believe you," he said. He shook the tin sheet, and it rumbled like thunder.

The hardest line came near the end. Tomás had to say, "I didn't walk toward the river. I walked toward the light." He read every word the same way, and it sounded flat.

"Which word matters most?" Ms. Abebe asked.

Tomás studied the line for a moment. Then he read it once more, leaning hard on one word in the second sentence. The whole class clapped.

On Friday, the speakers crackled in every classroom. Room 12's voices rose and fell, paused and hurried. Down the hall, a first grader whispered, "Is the hiker going to be okay?"

1. Why did every line in the radio show have to sound right?

   The principal wanted a very short show.

   Ms. Abebe would grade each line.

   Listeners would hear voices but see nothing.

   The show would be recorded and sold.

2. What did Tomás do right the first time he read 'Is anyone there?'

He stressed the word 'trail.'

He paused at the dash.

He let his voice rise at the end.

He read it in a whisper.

3. What did Ravi use to make the sound effects?

a microphone, a big drum, and a radio

a paper bag, a tin sheet, and a small fan

costumes, a stage, and a bright spotlight

scripts, red pencils, and a tape recorder

4. Why did Ms. Abebe circle the dash in the script?

to show where the line ends

to show where to whisper

to show which word to stress

to show a quick pause