

Grade 4 Reading Comprehension Standard Worksheet Set 011

Grade 4 · Reading Comprehension · Standard

Name: _____ Date: _____

Read the passage carefully. Then answer all 8 questions using details from the text.

Designing a Safer Bike Route

On Monday, Eli joined a project at the neighborhood planning room to compare bicycle routes.

The team labeled 11 observation points so every result could be traced to its source.

They used a street map and traffic counter and recorded the units beside each measurement.

Two students checked every entry before the group compared the results.

Their first comparison showed that Oak Street had fewer cars but one blind corner.

The group kept an unexpected result in the table and repeated that measurement instead of discarding it.

Based on the evidence, Eli proposed that the team visit the corner during dismissal.

The team saved its method, dates, and raw observations so another group could repeat the investigation.

Questions

Return to the passage and write a short, text-based answer for each item.

1. In "Designing a Safer Bike Route", where did Eli work on the project?

2. In "Designing a Safer Bike Route", what was the project's goal?

3. In "Designing a Safer Bike Route", how many observation points were labeled?

4. In "Designing a Safer Bike Route", which tool did the team use?

5. In "Designing a Safer Bike Route", how did the students reduce recording errors?

6. In "Designing a Safer Bike Route", what did the first comparison show?

7. In "Designing a Safer Bike Route", what next step did Eli propose?

8. In "Designing a Safer Bike Route", why did the team save its method and raw observations?

Answer Key

Each answer below is supported by a sentence in the passage.

1. neighborhood planning room	2. compare bicycle routes
3. 11	4. a street map and traffic counter
5. two students checked every entry	6. Oak Street had fewer cars but one blind corner
7. visit the corner during dismissal	8. so another group could repeat the investigation