Reading Asses	sment Form Levels E–Z Fiction	
Student:		Date:
Title:	A Little Story About a Big Turnip	Level: <u>H</u>
You'll be read	ing the first fifteen pages of this book. First, pre	
title	cover illustration illustrations text	t features words
What do you l	know about turnips?	
aloud and then	and point to the words. Document miscues. If stone ask student to repeat, pointing to the words. If the first fifteen pages, I'll ask you to tell me the Good and Start. Use a check to document education.	e important parts. Then you may
Document an i	macues.	
When encoun	tering unknown words, student:	
Words in this p	passage: <u>170</u>	Sentences: 14

What is this story about?
What was a problem in this story? What did the characters do about it?
Think of something you have experienced like this. Tell about it.
Turn to a page and tell what you think a character was feeling at that point.
Other notes:

Reading Assessment Form Levels E-Z Fiction	
Student:	Date:
Title: The Biggest Snowball Fight!	Level: <u>H</u>
You'll be reading the first fifteen pages of this book. First, postice.	review it and tell me what you
titlecover illustrationillustrationst	ext features words
What do you know about snowball fights?	
Read the title and point to the words. Document miscues. If aloud and then ask student to repeat, pointing to the words. After you read the first fifteen pages, I'll ask you to tell me to finish reading. Go ahead and start. Use a check to document Document all miscues.	the important parts. Then you may each word read correctly.
When encountering unknown words, student:	Contonocci 31
Words in this passage: <u>250</u>	Sentences: <u>21</u>

What is this story about?
What was a problem? How did the problem begin? What did the characters do about it?
Think of something you have experienced like this. Tell about it.
Turn to a page and tell what you think a character was feeling at that point.
Other notes:

Reading Assessment Form Levels E–Z Fiction	
Student:	Date:
Title: <u>Crocodile and Hen</u>	Level: <u>H</u>
You'll be reading the first seventeen pages of this book. First, protice.	preview it and tell me what you
title cover illustration illustrations text	features words
What do you know about crocodiles? In what ways are they like	e hens?
Read the title and point to the words. Document miscues. If studied and then ask student to repeat, pointing to the words. After you read the first seventeen pages, I'll ask you to tell me may finish reading. Go ahead and start. Use a check to docume Document all miscues.	the important parts. Then you
When encountering unknown words, student:	
Words in this passage: <u>206</u>	Sentences: <u>26</u>

What is this story about?
What was a problem? What did the characters do about it?
Think of something you have experienced like this. Tell about it.
Turn to a page and tell what you think a character was feeling at that point.
Other notes:

Reading Assessment Form Levels E–Z Fiction	
Student:	Date:
Title: Hi! Fly Guy	Level: <u>H</u>
You'll be reading Chapters 1 and 2 of this book. First, preview it and tell me what you notice.	
title cover illustration illustrations tex	t features words
What do you know about flies?	
Read the title and point to the words. Document miscues. If st aloud and then ask student to repeat, pointing to the words. After you read, I'll ask you to tell me the important parts. Go document each word read correctly. Document all miscues.	
When encountering unknown words, student:	
Words in this passage:183	Sentences: 34

What is this story about?
What was a problem in this story so far? What did the character(s) do about it?
Think of something you have experienced like this. Tell about it.
Turn to a page and tell what you think a character was feeling at that point.
Other notes:

Reading Assessment Form Levels E–Z Nonfiction	
Student:	Date:
Title: What Boo and I Do	Level: <u>H</u>
You'll be reading this book. First, preview it and tell me what	you notice.
title cover illustration illustrations tex	t features words
What do you know about working dogs?	
Read the title and point to the words. Document miscues. If staloud and then ask student to repeat, pointing to the words. After you read, I'll ask you to tell me the important parts. Go document each word read correctly. Document all miscues.	
When encountering unknown words, student:	
Words in this book: 171 Se	ntences: <u>27</u>

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What did the author teach about in this book?
Tell more about that.
Think of something you have experienced/seen like this. Tell about it.
Why do you think the author wrote this book?
Other notes:

Reading Assessment Form Levels E–Z Nonfiction	
Student:	Date:
Title: <u>Tale of a Tadpole</u>	Level: <u>H</u>
You'll be reading the first 21 pages of this book. First, pre	eview it and tell me what you notice.
title cover illustration illustrations	text features words
What do you know about tadpoles?	
Read the title and point to the words. Document miscues aloud and then ask student to repeat, pointing to the word. After you read the first 21 pages, I'll ask you to tell me the finish reading. Go ahead and start. Use a check to docume Document all miscues.	ds. ne important parts. Then you may
When encountering unknown words, student:	
Words in this passage:	Sentences: 29

What did the author teach about in this section?
Tell more about that.
Think of something you have experienced/seen like this. Tell about it.
Why do you think the author wrote this book?
Other notes: