

Reading Assessment Form Levels E–Z Fiction

Student: _____

Date: _____

Title: _____ *Big Mama and Grandma Ghana* _____

Level: J

You'll be reading the first 14 pages of this book. First, preview it and tell me what you notice.

___ title ___ cover illustration ___ illustrations ___ text features ___ words

What do you know about grandmothers? _____

Read the title and point to the words. *Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.*

After you read the first 14 pages, I'll ask you to tell me the important parts. Then you may finish reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

When encountering unknown words, student: _____

Words in this passage: 216

Sentences: 30

What is this story about?

What do the characters do? How are the grandmas alike?

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: _____ *Owl at Home (Strange Bumps)* _____

Level: J

You'll be reading up to page 22 of this story. First, preview it and tell me what you notice.

___ title ___ cover illustration ___ illustrations ___ text features ___ words

What do you know about being afraid of the dark? _____

Read the title and point to the words. *Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.*

After you read up to page 22, I'll ask you to tell me the important parts. Then you may finish reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

Owl was in bed.

"It is time

to blow out the candle

and go to sleep,"

he said with a yawn.

Then Owl saw two bumps

under the blanket

at the bottom of his bed.

"What can those strange bumps

be?" asked Owl.

Owl lifted up the blanket.

He looked down into the bed.

All he could see was darkness.

Owl tried to sleep,
But he could not.
“What if those
two strange bumps
grow bigger and bigger
while I am asleep?”
said Owl.
“That would not be pleasant.”
Owl moved his right foot
up and down.
The bump on the right
moved up and down.
“One of those bumps
is moving!” said Owl.
Owl moved his left foot
up and down.
The bump on the left
moved up and down.
“The other bump is moving!”
cried Owl.

When encountering unknown words, student: _____

Words in this passage: 138

Sentences: 16

What is this story about?

What was a problem?

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: _____ *Henry and Mudge and the Great Grandpas* _____

Level: J

You'll be reading the first two chapters of this book. First, preview it and tell me what you notice.

___ title ___ cover illustration ___ illustrations ___ text features ___ words

What do you know about great grandpas? _____

Read the title and point to the words. *Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.*

After you read the first two chapters, I'll ask you to tell me the important parts. Then you may finish reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

When encountering unknown words, student: _____

Words in this passage: 310

Sentences: 44

What is this story about?

What was something Henry wanted to do? 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 Nonfiction

Student: _____

Date: _____

Title: _____ *A Giraffe Calf Grows Up* _____

Level: J

You'll be reading the first 15 pages of this book. First, preview it and tell me what you notice.

___ title ___ cover illustration ___ illustrations ___ text features ___ words

What do you know about baby giraffes? _____

Read the title and point to the words. *Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.*

After you read the first 15 pages, I'll ask you to tell me the important parts. Then you may finish reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

When encountering unknown words, student: _____

Words in this passage: 211

Sentences: 38

What did the author teach about in this section?

Tell more about that.

Think of something you have experienced 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: _____ *Fantastic Planet* _____

Level: J

You'll be reading the introduction and first three sections of this book. First, preview it and tell me what you notice.

___ title ___ cover illustration ___ illustrations ___ text features ___ words

What do you know about the word *extreme*? _____

Read the title and point to the words. *Document miscues. If student does not read title, read it 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 ahead and start. *Use a check to document each word read correctly. Document all miscues.*

When encountering unknown words, student: _____

Words in this passage: 125

Sentences: 14

What did the author teach about in this section? (Ask this question for all three sections read.)

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: _____ *Dinosaur Dinners* _____

Level: J

You'll be reading the first 11 pages of this book. First, preview it and tell me what you notice.

___ title ___ cover illustration ___ illustrations ___ text features ___ words

What do you know about dinosaurs? _____

Read the title and point to the words. *Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.*

After you read the first 11 pages, I'll ask you to tell me the important parts. Then you may finish reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

When encountering unknown words, student: _____

Words in this passage: 139

Sentences: 17

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: