

**Reading Assessment Form Levels E–Z Fiction**

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Title:** \_\_\_\_\_ *Nate the Great* \_\_\_\_\_

**Level:**   K  

**You'll be reading the first eleven 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 detectives?** \_\_\_\_\_

**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 eleven 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.*

My name is Nate the Great.

I am a detective.

I work alone.

Let me tell you about my last case:

I had just eaten breakfast.

It was a good breakfast.

Pancakes, juice, pancakes, milk,

and pancakes.

I like pancakes.

The telephone rang.

I hoped it was a call to look for

lost diamonds or pearls

or a million dollars.

It was Annie.

Annie lives down the street.

I knew that Annie did not have diamonds or pearls

or a million dollars to lose.

"I lost a picture," she said.

"Can you help me find it?"

"Of course," I said.

"I have found lost balloons,

books, slippers, chickens.

Even a lost goldfish.

Now I, Nate the Great,

will find a lost picture."

"Oh, good," Annie said.

"When can you come over?"

"I will be over

in five minutes," I said.

"Stay right where you are.

Don't touch anything.

DON'T MOVE!"

When encountering unknown words, student: \_\_\_\_\_

Words in this passage: 150

Sentences: 24

**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:**           *The Good Luck Cat*          

**Level:**   K  

**You'll be reading the first six 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 the things that cats do?** \_\_\_\_\_

**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 six 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:*   208  

*Sentences:*   15

**What is this story about?**

**What was a problem? What was the outcome of this 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:** Abuela

**Level:** K

**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 using your imagination?** \_\_\_\_\_

**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:* 192 (16 in Spanish)

*Sentences:* 26 (7 containing Spanish)

**What is this story about?**

**What did the character imagine doing?**

**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:** \_\_\_\_\_ *Cheetahs* \_\_\_\_\_

**Level:**   K  

**You'll be reading the first seven 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 cheetahs?** \_\_\_\_\_

**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:*   104  

*Sentences:*   11



**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:** \_\_\_\_\_ *Ibis: A True Whale Story* \_\_\_\_\_

**Level:**   K  

**You'll be reading the first thirteen 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 whales?** \_\_\_\_\_

**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 thirteen 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:*   363  

*Sentences:*   40

**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:** \_\_\_\_\_ *Monarch Butterfly* \_\_\_\_\_

**Level:**   K  

**You'll be reading part of this book. First, preview it and tell me what you notice.**

\_\_\_ title    \_\_\_ cover illustration    \_\_\_ illustrations    \_\_\_ text features    \_\_\_ words

**What do you know about butterflies?** \_\_\_\_\_

**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:*   102  

*Sentences:*   11

**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:**