

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

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

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

**Title:** \_\_\_\_\_ *Cowgirl Kate and Cocoa* \_\_\_\_\_

**Level:**   L  

**You'll be reading the first five 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 cowboys or cowgirls?** \_\_\_\_\_

**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 five 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:*   128  

*Sentences:*   22

**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 Case of the Cool-Itch Kid* \_\_\_\_\_

**Level:**   L  

**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 going camping?** \_\_\_\_\_

**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.*

Dawn Bosco looked around her room.

"What a mess."

Boxes were all over the place.

So were clothes.

Orange and white T-shirts.

A shiny red bathing suit.

Blue plaid socks.

"Hurry," said Noni, her grandmother.

"Get dressed. Everything has to go into the  
suitcase."

Dawn sat on her bed. "I think I changed  
my mind."

Her mother popped her head in the door.

"Camp day. Camp Wild-in-the Woods."

"I guess I'm not going after all," said

Dawn.

"Just think," said Noni. "Swimming in

Lake Wild-in-the-Woods."

Dawn shivered. "Snakes."

"Walks in the woods," said her mother.

"Bears," said Dawn.

Noni looked up at the ceiling. "horse-

back riding."

"I forgot about that," Dawn said.

"Cookouts with marshmallows," said her

mother.

"You're right," said Dawn.

She pulled on her Polk Street School

T-shirt.

She yanked on her sneakers.

She stood up and hopped over her suitcase.

She landed on her Polka Dot Detective Box.

The box sailed across the room.

Dawn sailed with it.

She banged her head on the floor.

"Ouuuu-ch."

"Rub it hard." Noni clicked her teeth.

"Why are you taking that detective box  
anyway?"

"I never went to western camp before."

Noni smiled. "You never went to any  
camp."

"I know." Dawn swallowed. "That's why  
I have to take everything."

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

Words in this passage: 211

Sentences: 41

**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 Lost Lake* \_\_\_\_\_

**Level:**   L  

**You'll be reading the first page and a half of this book. First, preview it and tell me what you notice.**

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

**What do you know about being bored?** \_\_\_\_\_

**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 this first part, 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.*

I went to live with Dad last summer.

Every day he worked in his room from morning to night,  
sometimes on weekends, too. Dad wasn't much of a talker,  
but when he was busy he didn't talk at all.

I didn't know anybody in the city, so I stayed home most  
of the time. It was too hot to play outside anyway. In one  
month I finished all the books I'd brought and grew tired  
of watching TV.

One morning I started cutting pictures out of old magazines,  
just to be doing something. They were pictures of mountains and  
rivers and lakes, and some showed people fishing and canoeing.

Looking at them made me feel cool, so I pinned them up in my  
room.

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

**Words in this passage:**   124  

**Sentences:**   9

**What is this story about?**

**What was a problem? What did the character 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:** \_\_\_\_\_ *My Buddy* \_\_\_\_\_

**Level:**   L  

**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 working dogs?** \_\_\_\_\_

**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:*   332  

*Sentences:*   42

**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 Nonfiction**

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

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

**Title:** \_\_\_\_\_ *Jaguars* \_\_\_\_\_

**Level:**   L  

**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 jaguars?** \_\_\_\_\_

**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 seven 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.*

Of all the world's wild cats, few

are as mysterious as the jaguar.

This beautiful cat has a spotted

coat that looks a lot like that of a

leopard. The jaguar is the largest

cat in the Western Hemisphere.

The Western Hemisphere is the

half of the world that includes

North, Central, and South America.

The jaguar's body is heavy

and stocky. Its short, muscular

legs are designed for swim-  
ming, climbing, and crawling.

The jaguar has a large head  
and very strong jaws. These  
jaws allow the jaguar to crack  
open the hard shells of turtles  
and to bite through the skulls of  
**tapirs** and other **prey** animals.

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

Words in this passage: 109

Sentences: 8

**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:** \_\_\_\_\_ *Oil Spill* \_\_\_\_\_

**Level:**   L  

**You'll be reading the first twelve 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 oil spills on the ocean?** \_\_\_\_\_

**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 twelve 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:*   221  

*Sentences:*   26

**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:**