

Reading Assessment Form Levels E–Z Fiction

Student: _____

Date: _____

Title: _____ *Indian Shoes* _____

Level: O–P

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 antique shops? _____

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

Ray and Grampa Halfmoon traipsed down
the cracked sidewalk of a steel and stone city.
Ray tracked Grampa's steps, danced to the
rat-a-tat-a-clang of a trash-can band, and
skipped beneath the ruffling branches.

 "Let's duck in here," Grampa Halfmoon
Began, "and say 'Morning.'"

 When the wind whistled into Murphy
Family Antiques, Ray and Grampa whistled
in with it. At the welcome mat, Grampa
said "Morning" to Junior Murphy. Ray
retied his neon orange shoelaces and took a
look around the store.

 The shop brimmed with treasures: an

autographed baseball . . . a Chinese lantern . . .
ostrich feathers . . . a basket of antique buttons
on a pedestal . . . a tabletop held up by a real
elephant leg . . . a moose head mounted high on
a wall.

Where are the coats that matched the old
buttons? Ray wondered. What happened to
the rest of the elephant? Who took the body
of the moose glaring down?

Grampa asked, "Do you see that?"

A pair of men's moccasins waited in a
Glad box on a pedestal. The card read:

Seminole Moccasins
From Oklahoma
\$50 or
Best offer

Grampa Halfmoon told Ray, "These put
me in the mind of bein' back home."

When encountering unknown words, student: _____

Words in this passage: 191

Sentences: 15

What is this story about?

What were the characters doing? What were they thinking?

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: Stone Fox

Level: O–P

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 the way people act when they feel worried or sad? _____

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. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

ONE DAY GRANDFATHER wouldn't get out of bed.

He just lay there and stared at the ceiling and

looked sad.

At first little Willy thought he was playing.

Little Willy lived with his grandfather on a

small potato farm in Wyoming. It was hard work

living on a potato farm, but it was also a lot of fun.

Especially when Grandfather felt like playing.

Like the time Grandfather dressed up as the
scarecrow out in the garden. It took little Willy
an hour to catch on. Boy, did they laugh.

Grandfather laughed so hard he cried. And
when he cried his beard filled up with tears.

Grandfather always got up real early in the
morning. So early that it was still dark outside.

He would make a fire. Then he would make
breakfast and call little Willy. "Hurry up or you'll
be eating with the chickens," he would say.

Then he would throw his head back and laugh.

Once little Willy went back to sleep. When
he woke up, he found his plate out in the
chicken coop. It was picked clean. He never
slept late again after that.

That is . . . until this morning. For some reason

Grandfather had forgotten to call him. That's
when little Willy discovered that Grandfather was
still in bed. There could be only one explanation.
Grandfather was playing. It was another trick.

Or was it?

"Get up, Grandfather," little Willy said. "I
don't want to play anymore."

But Grandfather didn't answer.

Little Willy ran out of the house.

A dog was sleeping on the front porch. "Come
on, Searchlight!" little Willy cried out. The dog
jumped to its feet and together they ran off
down the road.

Searchlight was a big black dog. She had a
white spot on her forehead the size of a silver
dollar. She was an old dog—actually born on the
same day as little Willy, which was over ten years
ago.

A mile down the road they came to a small
log cabin surrounded by ball trees. Doc Smith
was sitting in a rocking chair under one of the
trees, reading a book.

“Doc Smith,” little Willy called out. He was
out of breath. “Come quick.”

When encountering unknown words, student: _____

Words in this passage: 367

Sentences: 43

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: *Sideways Stories from Wayside School (Mrs. Gorf)*

Level: O–P

You'll be reading the introduction of this book silently, and about one page aloud. First, preview the book and tell me what you notice.

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

What do you know about fantasy in literature? _____

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 introduction (silently) and the first part of this story, 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.*

Mrs. Gorf had a long tongue and pointed ears. She was the meanest teacher in Wayside School. She taught the class on the thirtieth story.

“If you children are bad,” she warned, “or if you answer a problem wrong, I'll wiggle my ears, stick out my tongue, and turn you into apples!” Mrs. Gorf didn't like children, but she loved apples.

Joe couldn't add. He couldn't even count. But he knew that if he answered a problem wrong, he would be turned into an apple. So he copied from John. He didn't like to cheat, but Mrs. Gorf had never taught him how to add.

One day Mrs. Gorf caught Joe copying John's paper.
She wiggled her ears—first her right one, then her left—
stuck out her tongue, and turned Joe into an apple. Then
she turned John into an apple for letting Joe cheat.

"Hey, that isn't fair," said Todd. "John was only
trying to help a friend."

Mrs. Gorf wiggled her ears—first her right one, then
her left—stuck out her tongue, and turned Todd into an
apple. "Does anybody else have an opinion?" she asked.

Nobody said a word.

When encountering unknown words, student: _____

Words in this passage: 194

Sentences: 18

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: Sequoyah

Level: O–P

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 Sequoyah? _____

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: 277

Sentences: 28

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:

Reading Assessment Form Levels E–Z Nonfiction

Student: _____

Date: _____

Title: _____ *Ice Mummy* _____

Level: O–P

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 mummies? _____

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.*

It is September 19, 1991 a bright, sunny
day.

German tourists Helmut and Erika
Simon are hiking in snow-covered
mountains. The mountains are called the
Alps. The Simons are near the border
where Austria meets Italy.

They have hiked here many times
before. There is usually snow on the

ground, even in the summer. But this year

the weather has been warm. There is not

as much snow as usual.

Suddenly Erika sees something odd
sticking up in the snow. What could it be?

At first Helmut thinks it is a doll's head.

He is wrong.

"It's a man!" cries Erika.

The man lies facedown, half buried in
the ice. The Simons look closely.

The man is dead.

Was he a hiker? They wonder. Did he
get lost in a storm? Did someone kill him?

Quickly they take a photograph of the
body. Then they hurry to the next hikers'
shelter to report their discovery.

The man who runs the shelter calls the

police right away.

The Alps can be dangerous. The trails
are rocky and steep. Fast-moving storms
can catch hikers off guard. Sometimes
hikers die. The police are called to bring
out the bodies.

When encountering unknown words, student: _____

Words in this passage: 197

Sentences: 27

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:

Reading Assessment Form Levels E–Z Nonfiction

Student: _____

Date: _____

Title: _____ *Horse Heroes* _____

Level: O–P

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 horses in history? _____

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.*

People and horses have always

had a special relationship. Ever since

horses were first tamed and ridden

6,000 years ago, they have been

admired for their intelligence,

strength, and speed.

 In ancient Greece, a beautiful,

well-trained horse was the ultimate

status symbol of kings and generals.

The conqueror Alexander the Great

was so proud of

his brave horse

Bucephalus (Byoo-SEFF-uh-luss)

that he named a city after him.

Citizens of the

Roman Empire loved

the drama of horse

racing. They flocked to

the arena to watch their favorite

chariot teams thundering around

the racetrack.

Horses were also important to

Native Americans. The tribes of

the Great Plains were expert

horsemen and relied on horses for

hunting buffalo and carrying

warriors into battle.

Wherever people and horses

have worked together, they have
formed a loyal bond. This book tells
the stories of some remarkable horses
who have worked with their human
partners to become heroes.

When encountering unknown words, student: _____

Words in this passage: 152

Sentences: 10

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: