

Reading Assessment Form Levels E–Z Fiction

Student: _____

Date: _____

Title: _____ *Joey Pigza Swallowed the Key* _____

Level: S–T

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 Attention Deficit Disorder (ADD)? _____

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 about a page, 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.

At school they say I'm wired bad, or wired mad, or
wired sad, or wired glad, depending on my mood and
what teacher has ended up with me. But there is no
doubt about it, I'm *wired*.

This year was no different. When I started out all
the days there looked about the same. In the morning
I'd be okay and follow along in class. But after lunch
when my meds had worn down, it was nothing but
trouble for me.

One day, we were doing math drills in class and every time Mrs. Maxy asked a question, like “What’s nine times nine?” I’d raise my hand because I’m really quick at math. But each time she called on me, even though I knew the answer, I’d just blurt out, “Can I get back to you on that?” Then I’d nearly fall out of my chair from laughing. And she’d give me that white-lipped look which meant, “Settle down.” But I didn’t and kept raising my hand each time she asked a question until finally no other kid would raise their hand because they knew what was coming between me and Mrs. Maxy.

“Okay, Joey,” she’d say, calling on me and staring hard at my face as if her eyes were long fingers that could grip me by the chin. I’d stare right back and hesitate a second as if I was planning to answer the question and then I’d holler out really loud, “Can I get

back to you on that?" Finally, after a bunch of times

of me doing that in a row, she jerked her thumb to-

ward the door. "Out in the hall," she said. And the

class cracked up.

When encountering unknown words, student: _____

Words in this passage: 284

Sentences: 15

What is this story about so far?

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 Birchbark House* _____

Level: S–T

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 smallpox? _____

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.*

The only person left alive on the island was a baby girl. The tired men who had come there to pick up furs from the Anishinabe people stood uneasily on the rocky shore. The voyageurs watched from a distance as the baby crawled in a circle, whimpering and pitiful. Her tiny dress of good blue wool was embroidered with white beads and ribbons, and her new makazins were carefully sewn. It was clear she had been loved. It was also clear that the family who had loved her was gone. All of the fires in the village were cold. The dead lay sadly in blankets, curled as though sleeping. Smallpox had killed them all.

The voyageurs trembled at the thought that the dis-

ease might already have chosen one of them. Surely, they muttered, the baby had the sickness, too. *She's sick. She looks tired*, said one man when she lay down against one of the blanketed figures. *Let her sleep*. Birds were singing, dozens of tiny white-throated sparrows. The trilling, rippling sweetness of their songs contrasted strangely with the silent horror below. First one then the other of the men turned away. They got back into their canoes.

As they paddled toward the next island, all were silent, thoughtful. Some wore hard expressions. One man had tears in his eyes. His name was Hat; he thought of his wife and decided he would tell her about the baby. If there was anyone in the world who'd go and rescue that little girl, it was his wife. He shivered a little as he thought of her. He couldn't help it. Tallow, she was called, and sometimes she scared him with her temper. Other times, he was amazed at her courage. He grimaced in shame—unlike him, his wife was afraid of nothing.

When encountering unknown words, student: _____

Words in this passage: 301

Sentences: 28

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: Taking Sides

Level: S–T

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 moving? _____

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.*

"Tony," Lincoln Mendoza whispered into the telephone. "It's your buddy, Linc."

"Linc? My homeboy moved to the good side of town," Tony Contreras answered sleepily.

It was 7:15 Thursday morning. The rising sun hurled a spear of light through Lincoln's kitchen window. His dog, Flaco, lay still, bathing in the warm rays, his ribs slowly rising and falling. His mother was in the shower, singing along with the radio.

"Be serious, ese. We're playin' you next Tuesday," Lincoln said, moving the receiver from one hand to the other.

There was a pause and the squeak of bedsprings.

Tony was sitting up. "Do you know what time it is? It's early, *hombre*. It's still dark."

"Not if you open your eyes. It's time to crack those books," Lincoln said.

"Books? Yeah, I'm gonna crack 'em over my little brother's head, the *menso*. He spilled a soda on my bed."

"Leave him alone. He's just a punk," Lincoln said then changed the subject back to basketball. "It's gonna be weird playin' Franklin for real."

Lincoln was a star basketball player, tall but not thin. When he made a fist, his forearm tightened with muscles. His stomach was muscle, his legs muscle. His face was brown, like coffee laced with cream, and his hair black as a chunk of asphalt. People said he was handsome, but Lincoln wasn't really sure.

He had moved from the Mission District of San Francisco, an urban barrio, to Sycamore, a pleasant suburban town with tree-lined streets. His mother had gotten tired of yanking open her drapes to see run-down Chevys and fender-buckled Ford Torinos bleeding black oil.

When encountering unknown words, student: _____

Words in this passage: 273

Sentences: 30

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: _____ *The Great Ships* _____

Level: S–T

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 Vikings? _____

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 page 5 aloud, 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.*

A thousand years ago, Vikings sailed the seas. The Vikings were a fierce and adventurous people who lived in the rugged lands of Scandinavia in northern Europe. They built ships called longships that were strong enough to weather storms at sea but light enough to be sailed right up onto a beach or rowed along shallow rivers. Other sailors of that time sailed only along the coastlines for fear of getting lost, but the Vikings weren't afraid to take their rugged ships out into the open ocean, where no land was in sight. A Viking captain named Leif Eriksson sailed west from his home in Greenland and discovered North America five hundred years before Columbus.

The Vikings sailed their longships along the coasts of Europe, attaching and robbing churches, towns, and cities. Some of the Vikings stayed behind in France and the British Isles. They built villages and started farms, and over the years intermingled with the people already living there. To this day, there is still some Viking blood in the British and French people.

In 1880 near Gokstad, Norway, something surprising was dug from the grave of a Viking chieftain. It was a longship, and it had lain in the earth for a thousand years. The Vikings buried it along with their dead leader so that even after death, he could go on sailing the seas in his longship.

When encountering unknown words, student: _____

Words in this passage: 231

Sentences: 12

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: _____ *Wolves* _____

Level: S–T

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 wolves? _____

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 page silently and the second page aloud, 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.*

In many ways, wolves are like dogs and lions; yet wolves have a bad reputation, unlike dogs and lions. Dogs are our “best friends,” but all the dogs in the world are descended from wolves that were domesticated more than ten thousand years ago. And most of the things people like about dogs are also true about wolves.

Like dogs, wolves are very loyal to the other wolves in their family. Wolves raised by people become loyal to those people as well. Dogs are friendly and intelligent, and these traits too come from wolves. Wolves in a pack are playful with each other. They are among the most intelligent animals in nature.

Like lions, wolves are marvelous hunters that work together in groups to catch their prey. Yet lions are called the “kings of the jungle,” while wolves are described in many nursery tales as “sly and cowardly.” It seems strange that people love dogs and admire lions but dislike wolves.

When encountering unknown words, student: _____

Words in this passage: 161

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:

Reading Assessment Form Levels E–Z Nonfiction

Student: _____

Date: _____

Title: Crazy Cars

Level: S–T

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 the first cars? _____

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.*

Before automobiles appeared in
the late 1800s, people didn't have
many options for traveling on land.

Trains could carry them across long
distances, but they could only go
where rail lines could take them.

People who wanted to go off on their
own used horses. But all of that
changed with the invention of the
horseless carriage.

In some ways, all early automobiles
could be called crazy cars. In the
1890s, the car was a new idea. No one
had a fixed idea of what a car should

look like or how it should work. The first car builders were inventors. They worked with their imaginations and the parts they had on hand.

As a result, each car was a kind of experiment. Some early cars were little more than wagons with engines.

Others were like Henry Ford's Quadricycle. Ford's first car was a simple frame with a gas-powered engine and four bicycle wheels mounted on it.

When encountering unknown words, student: _____

Words in this passage: 158

Sentences: 13

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: