

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

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

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

**Title:** \_\_\_\_\_ *Esperanza Rising* \_\_\_\_\_

**Level:** U–W

**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 having a love for the land and the outdoors?** \_\_\_\_\_

**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.*

"Our land is alive, Esperanza," said Papa, taking her small hand as they walked through the gentle slopes of the vineyard. Leafy green vines draped the arbors and the grapes were ready to drop. Esperanza was six years old and loved to walk with her papa through the winding rows, gazing up at him and watching his eyes dance with love for the land.

"This whole valley breathes and lives," he said,

sweeping his arm toward the distant mountains  
that guarded them. "It gives us the grapes and then  
they welcome us." He gently touched a wild ten-  
dril that reached into the row, as if it had been  
waiting to shake his hand. He picked up a handful  
of earth and studied it. "Did you know that when  
you lie down on the land, you can feel it breathe?  
That you can feel its heart beating?"

"Papi, I want to feel it," she said.

"Come." They walked to the end of the row,  
where the incline of the land formed a grassy  
swell.

Papa lay down on his stomach and looked up at  
her, patting the ground next to him.

Esperanza smoothed her dress and knelt down.

Then, like a caterpillar, she slowly inched flat

next to him, their faces looking at each other. The

warm sun pressed on one of Esperanza's cheeks

and the warm earth on the other.

She giggled.

"Shhh," he said. "You can only feel the earth's  
heartbeat when you are still and quiet."

She swallowed her laughter and after a moment said, "I can't hear it, Papi."

"*Aguantate tantito y la fruta caera en tu mano*," he said.  
"Wait a little while and the fruit will fall into  
your hand. You must be patient, Esperanza."

She waited and lay silent, watching Papa's eyes.

And then she felt it. Softly at first. A gentle  
thumping. Then stronger. A resounding thud, thud,  
thud against her body.

She could hear it, too. The beat rushing in her ears. *Shoomp, shoomp, shoomp*.

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

Words in this passage: 336

Sentences: 32

**What is this story about?**

**What was something the characters wanted to do? What did they 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:**           **Wringer**          

**Level:**   **U–W**  

**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 being worried about something you don't want to 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 silently read the newspaper article that opens the book, and then a page and a half aloud, 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.*

He did not want to be a wringer.

          This was one of the first things he had learned about himself. He could not have said exactly when he learned it, but it was very early. And more than early, it was deep inside. In the stomach, like hunger.

          But different from hunger, different and worse. Because it was always there. Hunger came only sometimes, such as just before dinner or on long rides in the car. Then, quickly, it was gone the moment it was fed. But this thing, there was no way to feed it. Well, one way perhaps, but that was unthinkable. So it was never gone.

          In fact, gone was something it could not be, for he could not escape it any more than he could escape himself. The best he could do was forget it. Sometimes he did so, for minutes, hours, maybe even for a day or two.

But this thing did not like to be forgotten. Like air escaping a punctured tire, it would spread out from his stomach and be everywhere. Inside and outside, up and down, day and night, just beyond the foot of his bed, in his sock drawer, on the porch steps, at the edges of the lips of other boys, in the sudden flutter from a bush that he had come too close to. Everywhere.

Just to remind him.

This thing, this not wanting to be a wringer, did it ever knock him from his bike? Untie his sneaker lace? Call him name? Stand up and fight?

No. It did nothing. It was simply, merely there, a whisper of featherwings, reminding him of the moment he dreaded above all others, the moment when the not wanting to be a wringer would turn to becoming one.

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

Words in this passage: 296

Sentences: 27

**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:** \_\_\_\_\_ *Around the World in a Hundred Years* \_\_\_\_\_

**Level:** U–W

**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 maps of the world?** \_\_\_\_\_

**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 and a half, 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.*

If you were to look at a map of the world as it appeared to people in Europe six hundred or more years ago in the fourteenth century, you would wonder how mapmakers could have been so mixed up. There was Asia, for instance, ending up in a curly tail pointing at Africa. Asia, of course, was far away from Europe, but Africa was right next door and mapmakers didn't know how to finish it off. Either they let the whole continent dribble away to nothing or they made up any old shape that they pleased. They also added an imaginary continent that stretched across the bottom of most maps. Why? For balance, they said. It was only logical. Otherwise the world would be top-heavy. Finally, there was empty space at the edge of every map which everyone knew was the Unknown.

So why didn't someone go out and take a look?

A mapmaker in 1400 would have told you that the map showed all



there was to the world. There was no more. Besides, people knew all they needed to know. It was common knowledge that the Unknown sucked you under. Or burned you up. Or simply left you to rot in nowhere. No one who tried to go there could possibly get back. No one wanted to go and no one was curious.

But in earlier times people had been curious and philosophers had tried to figure out what the world was like. Aristotle, for instance, who lived in the fourth century B.C., noticed that the shadow of the earth on the moon during an eclipse was curved. That meant that the earth was a sphere, he said.

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

Words in this passage: 281

Sentences: 22

**What did the author teacher 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:** \_\_\_\_\_ *A Boy Called Slow* \_\_\_\_\_

**Level:** U–W

**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 Sitting Bull?** \_\_\_\_\_

**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 aloud, and the third page silently, 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.*

Many years ago, in the winter of 1831,

a boy was born to the family of Returns Again

of the Hunkpapa band of the Lakota Sioux.

Though Returns Again loved his daughters—knowing well

that women are the heart of the nation—both he and his wife

gave thanks to Wakan-Tanka for at last giving them a son.

“Now,” Returns Again said, “we have one who will hunt for  
his Hunkpapa people and help to protect them.”

But his wife smiled. “*Han!*” she said. “We have one to  
follow his father’s path.”

It was the custom in those days to give a childhood name.

Such names came from the way a child acted. So it had been

with Returns Again and his father before him.

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

*Words in this passage:* 123

*Sentences:* 9

**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:** \_\_\_\_\_ *Buried in Ice* \_\_\_\_\_

**Level:** U–W

**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 early explorers who traveled by sea?** \_\_\_\_\_

**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 two introductory pages silently, and the first page aloud, 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.*

"I can see the graves!" I shouted to the pilot  
of the Twin Otter as we approached Beechey  
Island. Two thousand feet below, the tiny dark  
points on the gravel-covered island could only be one  
thing—the grave markers of three young sailors who had  
died on Sir John Franklin's expedition.

      Soon I could see other items that had been left there  
by Franklin's crew 138 years before. They had spent the  
winter of 1845–46 here when their ships were locked in  
an ice-filled bay off the island's east coast. I could make  
out a ruined storehouse, a large pile of food tin cans, and  
the outlines of where campsites and the carpenter's work  
area had been. I could also see large round pits in the

gray gravel. These had been dug by search parties looking for clues to the fate of the Franklin expedition in the early 1850s. "They look just like bomb craters," I said to the pilot as the plane circled in preparation for landing.

The pilot put the plane down on a beach ridge right next to the graves. We lurched and rocked over the uneven ground, stopping not far from the little graveyard. The pilot shut down the left engine—the noise of the still-running right engine was a reminder that we had to hurry to unload our supplies.

Quickly unstrapping our seatbelts, we moved in a single file to the back of the plane. The door flew open and the five of us jumped to the ground and began unloading the ton of equipment that would support us for the next three weeks.

When the last crate had been unloaded, the pilot started the left engine and prepared for take-off. We moved up the beach to a safe distance and watched the plane accelerate, then bump into the air with a loud roar.

I walked over to the graves that I had flown so far to see and bent

down to decipher the inscription  
traced on the weathered surface of  
the first headstone: "Sacred to the  
Memory of John Torrington who  
departed this life January 1<sup>st</sup> A.D.  
1846, on board of H.M. ship *Terror*  
aged 20 years."

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

Words in this passage: 368

Sentences: 17

**What did the author teach about so far?**

**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:** \_\_\_\_\_ *The Tarantula Scientist* \_\_\_\_\_

**Level:** U–W

**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 tarantulas?** \_\_\_\_\_

**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 and a half, 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.*

Sam Marshall is lying on his belly in the rainforest, his freckled face just inches from a fist-sized hole in the dirt. He turns on his headlamp. He gently pokes a twig into the tunnel and wiggles it. "Come out!" he says into the hole. "I want to meet you!"

Normally, it's not a great idea to poke sticks into burrows in the jungle—especially if you don't know who lives there. Snakes, for instance, don't appreciate it. In this particular rainforest, the most common snake is the fer-de-lance. The name means "spear-head" in French, which suggests you'd better not bother one.

"**AVERTISSEMENT!**" (French for "WARNING!") reads the rough-hewn sign at the head of the jungle trail to Tresor Reserve. The sign warns visitors to beware of snakes—and, while they're at it, to watch out for spiders, wasps, biting ants, bees, wild pigs, slippery trails, roots poking up from the ground, and branches falling down from the trees.

But Sam knows this forest well. He knows exactly what he's doing. Sam is a spider scientist, or arachnologist (pronounced "ar-rack-NAWL-o-gist"). His speciality? The biggest, hairiest, and, some would say, scariest group of spiders on earth: tarantulas. That's why he's

come all the way from Hiram, Ohio, to French Guiana in South America.

Just north of the equator, French Guiana is home to only 150, 000 people. It's about the size of Indiana. But for its size, this is probably the tarantula capital of the world. Perhaps a dozen species of tarantulas live here, including some of the most spectacular.

So far, Sam has caught only a glimpse of hairy legs in the hole. But he knows who's in there: a Goliath birdeater tarantula, the largest species of spider on the planet.

How big might that be? Big enough that with outstretched legs, this spider could cover your whole face. A large one could weigh as much as five mice. This tarantula is a Goliath for sure!

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

Words in this passage/book: 326

Sentences: 27

**What did the author teach about in this book/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:**