

Reading Assessment Form Levels E–Z Fiction

Student: _____

Date: _____

Title: _____ *Touching Spirit Bear* _____

Level: X–Z

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 kids who fight and hurt other kids? _____

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. Then you may continue reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

Cole Matthews knelt defiantly in the bow of the
aluminum skiff as he faced forward into a cold
September wind. Worn steel handcuffs bit at his
wrists each time the small craft slapped into another wave.
Overhead, a gray-matted sky hung like a bad omen. Cole
strained at the cuffs even though he had agreed to wear
them until he was freed on the island to begin his banish-
ment. Agreeing to spend a whole year alone in Southeast
Alaska had been his only way of avoiding a jail cell in
Minneapolis.

Two men accompanied Cole on this final leg of his
journey. In the middle sat Garvey, the gravelly-voiced,
wisecracking Indian parole officer from Minneapolis.

Garvey said he was a Tlingit Indian, pronouncing *Tlingit* proudly with a clicking of his tongue as if saying “Klingkit.” He was built like a bulldog with lazy eyes. Cole didn’t trust Garvey. He didn’t trust anyone who wasn’t afraid of him. Garvey pretended to be a friend, but Cole knew he was nothing more than a paid baby-sitter. This week his job was escorting a violent juvenile offender first from Minneapolis to Seattle, then to Ketchikan, Alaska, where they boarded a big silver floatplane to the Tlingit village of Drake. Now they were headed for some island in the middle of nowhere.

In the rear of the skiff sat Edwin, a quiet, potbellied Tlingit elder who had helped arrange Cole’s banishment. He steered the boat casually, a faded blue T-shirt and baggy jeans his only protection against the wind. Deep-set eyes made it hard to tell what Edwin was thinking. He stared forward with a steely patience, like a wolf waiting. Cole didn’t trust him either.

When encountering unknown words, student: _____

Words in this passage: 282

Sentences: 19

What is this section 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: Indian Chiefs

Level: X–Z

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 Indian chiefs from historic times? _____

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.*

When Sitting Bull became a Sioux chief in the 1860s, he composed a song to help celebrate the event. At his inauguration, he wore a flowing war bonnet of eagle feathers that spilled down his back and swept onto the ground, and he sang out in his booming voice:

Ye tribes, behold me!

The chiefs of old are gone.

Myself, I shall take courage.

He was going to need plenty of courage, for his people faced a grave and growing threat. They were threatened with the loss of their hunting grounds, their livelihood, and their freedom. All over the West, Indian tribes were being pushed from their lands by white settlers and soldiers.

Only twenty years earlier, when Sitting Bull was a boy, most

of the territory west of the Mississippi River still belonged to the Indians and the buffalo. Dozens of tribes and bands, each with its own language and customs, were scattered across the western plains and mountains. These tribes were as different from one another as the different nations of Europe. Like the Europeans of that era, the Indians formed alliances with their friends and made war with their enemies, fighting hard among themselves for territory, for plunder, and for the thrills and glory of combat.

White explorers, fur trappers, and traders had been filtering into the West since the early 1800s. At first, the Indians they met seemed friendly enough. Most tribes welcomed the whites into their villages and were willing to live at peace with them. It wasn't until white settlers claimed Indian land, and the army built forts to protect the settlers, that the real troubles began.

The policy of the United States government was to set aside reservations where the Indians would live apart from the whites. Government officials hoped that the wandering tribes would settle down on these reservations, exchange their bows and arrows for shovels and plows, and learn to support themselves like the white settlers, by farming and ranching.

When encountering unknown words, student: _____

Words in this passage: 329

Sentences: 18

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: _____ *Oh, Rats!* _____

Level: X–Z

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 rats? _____

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, 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 I was a boy, my
father managed a big
construction company. One day, as
a special favor, he let me play in a pile
of lumber at one of his jobs. It was fun
at first. The wood smelled so fresh, so clean,
that I began to build a "fort." Then, in a flash,
fun turned to fear. While lifting a board, I sur-
prised a rat. It seemed as big as a dog, for, at
seven, I was so small. It had huge shiny eyes
and twitching whiskers. "Pa!" I screamed. Then,
with my heart pounding, I ran faster than I have
ever done before or since. As I ran, I "felt" the
rat's hot breath on my back, its teeth about to

sink into my leg.

My path lay across a block-long stretch of freshly laid cement. Slipping and sliding, I fell again and again. Covered with wet cement from head to toe, I lost my shoes. The cement workers had a fit, but that did not slow me down.

When I reached the end of the cement field, I leaped into my father's arms.

"A rat is after me," I cried, bursting into tears. Yet the rat was nowhere to be seen.

Pa told me not to be afraid. Rats were always around construction jobs, he said. If you left food lying about, of course they would go for it. Yet they did not attack people unless they felt trapped. "Take it easy, kid," he said in that calm way of his. "Learn about them; you'll feel better."

And I did.

When encountering unknown words, student: _____

Words in this passage: 264

Sentences: 25

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: Shutting Out the Sky

Level: X–Z

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 big wave of immigration to the United States around the early 1900s? _____

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. Then you may continue reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

In a small mountain town in southern Italy, young Leonard Covello waited by the window. Even when the wind blew hot and humid, he stood looking westward, past the cobbled streets, the piazza, and the ancient stone walls of his town.

Life was hard in Avigliano, where Leonard was born. Harvests were often poor. Water was scarce. Each day Leonard's mother caught rainwater in tubs for washing and went to the town well to fetch drinking water.

Leonard's father had tried several trades, including shoe making. But it became too hard to eke out a living in Avigliano. When Leonard was about three, his father left for America to find work. In America, people said, it was possible to make your fortune.

Leonard, his mother, and two younger brothers stayed behind, living in one room in his uncle's house. One of Leonard's earliest memories

was helping his mother write letters to his father. Like most girls in the village, his mother had never been to school, and she could neither read nor write.

Leonard missed his father, and often waited by the window until his mother called him away.

“You must watch for the butterfly,” Leonard’s mother said, trying to comfort him. “When a butterfly enters the window, then we will have news of your father, and it will be news that he is sending for us.”

Sometimes Leonard caught butterflies and turned them loose inside the house. But it didn’t work. His father still did not return.

When encountering unknown words, student: _____

Words in this passage: 249

Sentences: 19

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: _____ *Cowboys of the Wild West* _____

Level: X–Z

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 cowboys of long ago? _____

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. Then you may continue reading. Go ahead and start. *Use a check to document each word read correctly. Document all miscues.*

A century ago, in the years following the Civil War, one million mustang ponies and ten million head of longhorn cattle were driven north out of Texas. Bawling and bellowing, the lanky longhorns tramped along dusty trails in herds that numbered a thousand animals or more.

Behind and beside and ahead of each herd rode groups of men on horseback. Often, they sang to the cattle as they drove them on. These old-time cow herders were mostly very young men, and in time they came to be known as cowboys.

Some were boys in fact as well as name. Youngsters still in their teens commonly worked as horse wranglers, caring for the saddle ponies that traveled with every trail outfit. A typical trail-driving cowboy was in his early twenties. Except for some cooks

and bosses, there were few thirty-year-old men on the trail.

Cowboys drove great herds across wild prairies from Texas to markers in Kansas and beyond. They swam the cattle across rivers and stayed with them during stampedes. A man spent eighteen hours a day in the saddle. At night he slept on the ground. Sometimes he lived on the trail for months with no comforts but a campfire and his bedroll.

At the end of the drive, the cattle were sold, the hands were paid off, and the trail outfit split up. Then the cowboys went into town to scrape off the trail dust and celebrate. Usually they stopped at the pineboard photographer's studio found in nearly every western cattle town. Decked out in their best duds and sporting the tools of their trade, they posed proudly for souvenir pictures to send to the folds back home. Some of those old photographs still survive. In them we can glimpse the cowboy as he really was, a hundred years ago.

When encountering unknown words, student: _____

Words in this passage: 303

Sentences: 20

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: _____ *Quest for the Tree Kangaroo* _____

Level: X–Z

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 tree kangaroos? _____

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, 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.*

It feels like we've walked into a living fairy tale.

Our heads are literally in the clouds. Though

we're just a few degrees south of the equator, we're

bathed in cool mist. We're 10,000 feet up in the mountains. Here, the trees

are cloaked in clouds. The ground is carpeted with thick green moss. In the

cloud forest of Papua New Guinea, ferns grow into trees—trees like those

the dinosaurs knew. Moss and ferns, vines and orchids, hang from branches

like the beards of wise old wizards.

In a place like this, we half expect a hobbit or a troll to show up. But

it's better than that. The animals who really *do* live here are even more fan-

tastic—and directly above us is one of them.

"This is incredible!"

Lisa Dabek, forty-five, can't help but exclaim each time she sees one in

the wild. She's the scientific leader of our research team, and she's fixed her binoculars on one of the rarest, strangest, and least understood creatures on the planet. More than eighty feet above her, high in one of the tall, ancient trees, a kangaroo is looking down at us.

A kangaroo in a tree?

That's just what Lisa thought when she met her first tree kangaroo about twenty years ago.

The encounter took place at the Woodland Park Zoo in Seattle, Washington. Lisa was a graduate student in animal behavior. She had never heard of a tree kangaroo before. But meeting one changed her life.

"It looked like a big stuffed animal!" she remembers. Or something that Dr. Seuss might have dreamed up. Impossibly soft, with a rounded face, button eyes, pink nose, perky upright ears and a long thick tail, it was about the size of a small dog or an overweight cat, with plush brown and golden fur.

When encountering unknown words, student: _____

Words in this passage: 304

Sentences: 24

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: