You’ll be reading the first fifteen 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 turnips? _______________________________________________________

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 fifteen 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: 170  Sentences: 14

What is this story about?

What was a problem in this story? 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 Biggest Snowball Fight! ___________ Level: ___H___

You’ll be reading the first fifteen 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 snowball fights? _________________________________

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 fifteen 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: 250 ______ Sentences: 21 ______

What is this story about?

What was a problem? How did the problem begin? 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: ______ Crocodile and Hen ______________________ Level: __H____

You’ll be reading the first seventeen 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 crocodiles? In what ways are they like hens? ______________________

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 seventeen 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: 206  ______  Sentences: 26________

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**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
<th>Title:</th>
<th>Level: <em>H</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Hi! Fly Guy</em></td>
<td></td>
</tr>
</tbody>
</table>

You’ll be reading Chapters 1 and 2 of this book. First, preview it and tell me what you notice.

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

What do you know about flies? ____________________________________________________________________________________

**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.*

<table>
<thead>
<tr>
<th>Words in this passage: 183</th>
<th>Sentences: 34</th>
</tr>
</thead>
</table>

What is this story about?

What was a problem in this story so far? What did the character(s) 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: _________ What Boo and I Do ___________________________ Level: __H___

You’ll be reading 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, 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 book: ___171____  Sentences: ___27____
What did the author teach about in this book?

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: __________ Tale of a Tadpole __________ Level: __H____

You’ll be reading the first 21 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 tadpoles? _________________________________________________

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 21 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: 205  Sentences: 29

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: