Students: __________________________________________ Date: ____________

Title: ______ Nate the Great ________ Level: ___K___

You’ll be reading the first eleven 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 detectives? ____________________________________________________________

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 eleven 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.

My name is Nate the Great.

I am a detective.

I work alone.

Let me tell you about my last case:

I had just eaten breakfast.

It was a good breakfast.

Pancakes, juice, pancakes, milk,

and pancakes.

I like pancakes.

The telephone rang.

I hoped it was a call to look for lost diamonds or pearls

or a million dollars.

It was Annie.

Annie lives down the street.

I knew that Annie did not have diamonds or pearls

or a million dollars to lose.

“I lost a picture,” she said.

“Can you help me find it?”

“Of course,” I said.

“I have found lost balloons,

books, slippers, chickens.

Even a lost goldfish.

Now I, Nate the Great,

will find a lost picture.”

“Oh, good,” Annie said.

“When can you come over?”

“I will be over

in five minutes,” I said.

“Stay right where you are.

Don’t touch anything.

DON’T MOVE!”
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: ________ The Good Luck Cat _______________ Level: __K____

You’ll be reading the first six 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 things that cats 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 read the first six 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: ______208______ Sentences: ______15______

What is this story about?

What was a problem? What was the outcome of this problem?

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:

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<th>Reading Assessment Form Levels E–Z Fiction</th>
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<tr>
<td>Student: ________________________________ Date: _____________</td>
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<td>Title: ____________ Abuela __________________ Level: <strong>K</strong>_</td>
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You’ll be reading the first 11 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 using your imagination? ________________________________

**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 11 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: _192 (16 in Spanish)_ | Sentences: _26 (7 containing Spanish)_ |
What is this story about?

What did the character imagine doing?

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:

You’ll be reading the first seven 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 cheetahs?

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: 104

Sentences: 11
What did the author teach about in this section?

Tell more about that.

Think of something you have experienced 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: __________ Ibis: A True Whale Story __________ Level: __K__

You’ll be reading the first thirteen 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 whales? _______________________________________________

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 thirteen 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: 363 Sentences: __40__

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: ______________ Monarch Butterfly ______________ Level: __K____

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 butterflies? ____________________________________________

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: ___102____  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: