Reading Assessment Form Levels E–Z Fiction

Student: ____________________________________________  Date: ____________

Title: ______ Cowgirl Kate and Cocoa ____________  Level: ___L___

You’ll be reading the first five 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 cowboys or cowgirls? ________________________________

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 five 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: 128  Sentences: 22

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 Case of the Cool-Itch Kid _______ Level: ___L___

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 going camping? __________________________________________

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.

Dawn Bosco looked around her room.

“What a mess.”

Boxes were all over the place.

So were clothes.

Orange and white T-shirts.

A shiny red bathing suit.

Blue plaid socks.

“Hurry,” said Noni, her grandmother.

“Get dressed. Everything has to go into the suitcase.”

Dawn sat on her bed. “I think I changed my mind.”

Her mother popped her head in the door.

“Camp day. Camp Wild-in-the Woods.”

“I guess I’m not going after all,” said Dawn.


Dawn shivered. “Snakes.”

“Walks in the woods,” said her mother.

“Bears,” said Dawn.

Noni looked up at the ceiling. “horse-back riding.”

“I forgot about that,” Dawn said.

“Cookouts with marshmallows,” said her mother.

“You’re right,” said Dawn.

She pulled on her Polk Street School T-shirt.

She yanked on her sneakers.

She stood up and hopped over her suitcase.

She landed on her Polka Dot Detective Box.

The box sailed across the room.

Dawn sailed with it.

She banged her head on the floor.

“Ouuuu-ch.”

“Rub it hard.” Noni clicked her teeth.

“Why are you taking that detective box anyway?”

“I never went to western camp before.”

Noni smiled. “You never went to any camp.”

“I know.” Dawn swallowed. “That’s why I have to take everything.”

When encountering unknown words, student: ______________________________________

Words in this passage: 211 Sentences: 41
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 Lost Lake ______________________________ Level: ___L___

You’ll be reading the first page and a half 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 bored? _________________________________________

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 this first part, 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.

I went to live with Dad last summer.

Every day he worked in his room from morning to night,
sometimes on weekends, too. Dad wasn’t much of a talker,
but when he was busy he didn’t talk at all.

I didn’t know anybody in the city, so I stayed home most
of the time. It was too hot to play outside anyway. In one
month I finished all the books I’d brought and grew tired
of watching TV.

One morning I started cutting pictures out of old magazines,
just to be doing something. They were pictures of mountains and
rivers and lakes, and some showed people fishing and canoeing.

Looking at them made me feel cool, so I pinned them up in my
room.

When encountering unknown words, student: ________________________________

Words in this passage: 124______ Sentences: 9______

What is this story about?

What was a problem? What did the character 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: ___________________ Level: ___L___

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 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 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:** 332  
**Sentences:** 42

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:
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 jaguars? ______________________________________________________

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 seven 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.

Of all the world’s wild cats, few
are as mysterious as the jaguar.
This beautiful cat has a spotted
cloak that looks a lot like that of a
leopard. The jaguar is the largest
cat in the Western Hemisphere.
The Western Hemisphere is the
half of the world that includes
North, Central, and South America.
The jaguar’s body is heavy
and stocky. Its short, muscular

legs are designed for swimming, climbing, and crawling.

The jaguar has a large head and very strong jaws. These jaws allow the jaguar to crack open the hard shells of turtles and to bite through the skulls of tapirs and other prey animals.
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:
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<tr>
<td>Title: ____________________ Oil Spill ____________ Level: <strong>L</strong>_</td>
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You’ll be reading the first twelve 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 oil spills on the ocean? ____________________________________________

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 twelve 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: _____221_____ Sentences: _____26_____
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: