You’ll be reading the first eight 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 experiences of slaves in the United States? ________________

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 eight 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.

Words in this passage: 205  
Sentences: 28

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:
Marvin Redpost put down his pencil. He

was the first one done.

He took his report to Mrs. North.

Mrs. North looked at it. “I can’t read this,”

she said.

He had to copy it over. “Neater this time,

Marvin,” said Mrs. North.

Marvin frowned.

He was in the third grade. His class had been learning cursive writing.

“It’s because I’m left-handed,” Marvin complained. “It’s impossible to write neatly when you’re left-handed. Everything is back-wards.”
“I’m left-handed,” said Mrs. North.

“Oh,” said Marvin.

“We’re lucky to be left-handed,” said Mrs. North. “It means we have royal blood.”

She smiled at him.

“You’d write neater if you slowed down,” she said. “It isn’t a race.”

He returned to his seat.

He picked up his pencil and wrote as fast as he could.

He had to write twice as fast this time, just to catch up with everyone else.
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 two and a half 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 being good at math? ________________________________

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 and a half 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.

Ma Lettie called from the upstairs window.

“Cass, don’t you stray too far, now. You’re still learning these streets.” Ma Lettie’s holler mixed with the noise coming from Haskins row, one block over.

Cass and her family had just moved to the neighborhood, where Cass didn’t know a soul. Well, she of course knew Ma Lettie, her foster mother, and her twin brothers, Jackson and Bud. But they didn’t count. They were family—friends by relation.

“I’ll stay close, Ma Lettie, I promise,”

Cass called back.

As she walked to the corner, Cass swung her lucky whistle. Back home, Cass had won the silver whistle in an end-of-the-school-year math bee. She had been the best math student in the whole second grade. She was smarter in math than most third graders, even Jackson and Bud.

Cass knew her times tables as sure as she knew her own name, and she could reel them off faster than a jazz-band drumroll.

“Three times five—fifteen!”

“Nine times four—thirty-six!”

“Seven times eight—fifty-six!”

And that wasn’t all. Cass could do division in her head; she could count by twos; and she always knew how much change she was owed when she went to the store for Ma Lettie.
What is this story about?

What was a problem? What have you learned about the characters so far?

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

<table>
<thead>
<tr>
<th>Student: ___________________________________________</th>
<th>Date: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: _______ A Horse Named Seabiscuit _______</td>
<td>Level: <strong>M</strong></td>
</tr>
</tbody>
</table>

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 horse racing? ____________________________

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

Something was wrong with Seabiscuit.

He was the son of a great racehorse. His grandfather was a famous racehorse. He should have been a champion, too.

But Seabiscuit was a big disappointment.

In two years, in over 35 races, he had never won. Not once.

Seabiscuit looked funny. He was small.

His legs were short and his forelegs were crooked. He had a ragged little tail.

He ran funny, too. One writer said he ran like a duck. Others said he looked like an eggbeater when he galloped. Often he

kicked his back legs with his front hooves.

And Seabiscuit misbehaved. His owner wanted to sell him. But nobody wanted a troublesome horse who never won.
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:

Benny Len stared out the window. He listened to the train’s wheels singing a sad song, mile after mile, carrying him and Stanley away from home. For two days, the wheels beat a rhythm as they left the pine woods of Medicine Mountain to roll through small towns, golden hills, then desert dotted with boulders and sage brush.

At last, the train stopped in a place as flat and hot as a giant’s griddle. The children felt restless and cranky, bad as an itch that needs scratching. Stanley and another boy wrestled in the dirt.

Benny Len stood with the others, waiting.

A man and woman came to take them to the boarding school. With them came two students in school uniforms. Benny Len couldn’t help
staring at their feet. They were wearing hard, stiff leather shoes. Benny Len, like the other children from the train, was barefoot. He tried to imagine wearing shoes all the time. He curled his toes into the dirt to remind himself how the earth felt, comforting under his feet.
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:
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 how chocolate is made?

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

Chocolate Trees

Do you like chocolate? Most people would answer “Yes!” We eat an average of 11 pounds (5 kg) of chocolate per person per year. That’s about 100 chocolate bars each! But where does chocolate come from, and how is it made into the sweet, delicious treats that we love to eat?

The story of chocolate begins in the rain forest, where cacao (ka-KOW) trees grow. Cocoa (KO-ko) pods grow on the cacao trees, and inside the pods

are seeds called cocoa beans. These cocoa beans are the magic ingredient in chocolate.

Cacao trees grow in the hot, damp shade beneath the leafy canopy of the taller trees in the rain forest. There, the cacao trees blossom with pink and white flowers. Unlike on other trees, these flowers grow directly from the trunk and main branches. Tiny insects called gnats carry pollen between the blossoms, fertilizing them so cocoa pods will grow.

Only a fraction of the hundreds of blossoms

develop into 
cocoa pods. 
Like the blossoms, the 
pods grow directly from 
the trunk and branches 
of the tree. Many cacao 
trees grow both blossoms 
and pods all year round.
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: