Juan had been a thief for many years. Because he did
his stealing by night, his skin had become pale and
sickly. Because he spent his time either hiding or
sneaking about, his body had become shriveled and
bent. And because he had neither friend nor relative
to make him smile, his face was always twisted into
an angry frown.

One night, drawn by a light shining through the
trees, Juan came upon a hut. He crept up to the door
and through a crack saw an old woman sitting at a
plain, wooden table.

What was that shining in her hand? Juan wondered.

He could not believe his eyes: It was a gold coin. Then

he heard the woman say to herself, “I must be the

richest person in the world.”

Juan decided instantly that all the woman’s gold

must be his. He thought that the easiest thing to do

was to watch until the woman left. Juan hid in the

bushes and huddled under his poncho, waiting for the

right moment to enter the hut.

When encountering unknown words, student: ________________________________

Words in this passage: 177 Sentences: 12

What is this story about?

What was a problem or something the characters wanted to do? 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 Year of the Panda ___________ Level: __N___

You’ll be reading the first three 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 feelings people might have when they move their home from one place to another?? ________________________________________________________________

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 three pages, 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.

Lu Yi opened his eyes.

Something was wrong.

He knew it right away.

Usually, it was quiet here on the farm. The voices of his mother and father—of course he knew these. Mr. Po, or Ho Yen, or Mrs. Chen, who lived on farms close by, he knew their voices, too. So well, they were like part of him.

But this was different. These were

the voices of strangers, talking very

loud with his father.

He learned on one elbow and listened.

Usually, Lu Yi hated to get up in

the morning. Most days his mother

had to call him two or three times.

But today he jumped up and

looked out. There were two men he

had never seen before. Strangers

were rare here, where he lived, in

the shadow of the great, snow-cov-

ered mountains.

Who were they? And what did

ey want?

Lu Yi sat in the corner of the court-

yard and listened.
He heard: “The government will not force you. They are asking you to move. For the reasons I have explained.”

“It is your right to say no,” the other man added.

Lu Yi’s father looked at his mother. “Then we say no.”
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: ___________ Hannah ___________________________ Level: __N___

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 schools 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 six 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.

It was the fall of 1887. I heard Papa’s horse
and wagon before my brother, Johnny, and
sister, Verna, did. Because I can’t see, I lis-
ten harder than they do. Ever since I learned
the new teacher was coming to board with
us, I tried to imagine what she would look
like. I thought she might be heaped into a
round, soft shape like the big pile of laundry
Mama does on Mondays, or she might be
tall and straight and hard like the oak
tree that grows next to the porch. I wondered
what her voice would be like and hoped it
would have the gentle sound of a mourning
dove on a summer day.

When the buggy pulled up, everyone
rushed to the window to see her. I just stayed put. I had been told often enough to keep out of the way so I wouldn’t get knocked over when people were rushing around. Verna didn’t forget me, though. She called out, “Hannah, the teacher’s pretty! She’s got a big puff of brown hair and a lace collar on her jacket.”

“Never mind pretty,” Mama said. “Pretty doesn’t make a good teacher.”

We were picked to have the teacher live with us because our farm was the nearest one to the school after the Bonners’ farm. The Bonners couldn’t board teachers any more because they were getting too old. Even though it would mean more work for her, Mama looked forward to having the teacher. Our nearest neighbor was Mr. Peterson, and there were no women on his farm, so the teacher would be company for mama.
What is this story about?

What were the characters doing? What was Hannah’s experience with this?

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 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 Titanic? ____________________________________________

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

An excited crowd gathered at the port
of Southampton, England, on April 10, 1912. They had come to see a famous
new ship. The Titanic was the largest
vessel ever to set sail. The rooms inside
were so grand that people called it a
“floating palace.” Now the ship was
ready for its first trip across the Atlantic
Ocean to New York.

What a sight it was! The Titanic
measured 882 feet (270 meters) from
front to back. That is almost as long
as four city blocks. The ship rose as tall

as an eleven-story building. Its four huge smokestacks soared toward the clouds.

It had taken the White Star company three years to build the *Titanic*. The people who designed the ship wanted it to be extra safe. Its steel *hull* was two layers thick instead of one. The sixteen *compartments* inside the hull had heavy, *watertight* doors. The captain could shut them with a switch in case of an accident. These doors were supposed to keep seawater out of the compartments.

The ship could stay afloat even if four compartments filled with water. Some people called the *Titanic* “unsinkable.”

When encountering unknown words, student: ____________________________

*Words in this passage: 191*  
*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:

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 trapping animals? ______________________________

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 continue 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: 246  Sentences: 15

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 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 dairy cows? ________________________________________________

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.

When encountering unknown words, student: __________________________________________

Words in this passage: 223

Sentences: 19

What did the author teach about in this book/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: