Reading Assessment Form Levels E–Z Fiction

Student: ___________________________________________  Date: ____________

Title: ________ Indian Shoes __________________________ Level: __ O–P ___

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 antique shops? ___________________________________________

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 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.

Ray and Grampa Halfmoon traipsed down
the cracked sidewalk of a steel and stone city.
Ray tracked Grampa’s steps, danced to the
rat-a-tat-a-clang of a trash-can band, and
skipped beneath the ruffling branches.

“Let’s duck in here,” Grampa Halfmoon
Began, “and say ’Morning.’”

When the wind whistled into Murphy
Family Antiques, Ray and Grampa whistled
in with it. At the welcome mat, Grampa
said “Morning” to Junior Murphy. Ray
retied his neon orange shoelaces and took a
look around the store.

The shop brimmed with treasures: an

autographed baseball . . . a Chinese lantern . . .
ostrich feathers . . . a basket of antique buttons
on a pedestal . . . a tabletop held up by a real
elephant leg . . . a moose head mounted high on
a wall.

Where are the coats that matched the old
buttons? Ray wondered. What happened to
the rest of the elephant? Who took the body
of the moose glaring down?

Grampa asked, “Do you see that?”

A pair of men’s moccasins waited in a
Glad box on a pedestal. The card read:

Seminole Moccasins
From Oklahoma
$50 or
Best offer

Grampa Halfmoon told Ray, “These put
me in the mind of bein’ back home.”

When encountering unknown words, student: ______________________________

Words in this passage: 191 Sentences: 15

What is this story about?

What were the characters doing? What were they thinking?

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

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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 the way people act when they feel worried or sad? ____________

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

ONE DAY GRANDFATHER wouldn’t get out of bed.

He just lay there and stared at the ceiling and

looked sad.

At first little Willy thought he was playing.

Little Willy lived with his grandfather on a

small potato farm in Wyoming. It was hard work

living on a potato farm, but it was also a lot of fun.

Especially when Grandfather felt like playing.
Like the time Grandfather dressed up as the scarecrow out in the garden. It took little Willy an hour to catch on. Boy, did they laugh.

Grandfather laughed so hard he cried. And when he cried his beard filled up with tears.

Grandfather always got up real early in the morning. So early that it was still dark outside.

He would make a fire. Then he would make breakfast and call little Willy. “Hurry up or you’ll be eating with the chickens,” he would say.

Then he would throw his head back and laugh.

Once little Willy went back to sleep. When he woke up, he found his plate out in the chicken coop. It was picked clean. He never slept late again after that.

That is . . . until this morning. For some reason
Grandfather had forgotten to call him. That’s

when little Willy discovered that Grandfather was

still in bed. There could be only one explanation.

Grandfather was playing. It was another trick.

Or was it?

“Get up, Grandfather,” little Willy said. “I
don’t want to play anymore.”

But Grandfather didn’t answer.

Little Willy ran out of the house.

A dog was sleeping on the front porch. “Come

on, Searchlight!” little Willy cried out. The dog

jumped to its feet and together they ran off

down the road.

Searchlight was a big black dog. She had a

white spot on her forehead the size of a silver

dollar. She was an old dog—actually born on the

same day as little Willy, which was over ten years

ago.

A mile down the road they came to a small log cabin surrounded by ball trees. Doc Smith was sitting in a rocking chair under one of the trees, reading a book.

“Doc Smith,” little Willy called out. He was out of breath. “Come quick.”
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 introduction of this book silently, and about one page aloud. First, preview the book and tell me what you notice.

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

What do you know about fantasy in literature? __________________________________________

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 introduction (silently) and the first part of this story, 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.

Mrs. Gorf had a long tongue and pointed ears. She was
the meanest teacher in Wayside School. She taught the
class on the thirtieth story.

“If you children are bad,” she warned, “or if you
answer a problem wrong, I’ll wiggle my ears, stick out
my tongue, and turn you into apples!” Mrs. Gorf didn’t
like children, but she loved apples.

Joe couldn’t add. He couldn’t even count. But he
knew that if he answered a problem wrong, he would
be turned into an apple. So he copied from John. He
didn’t like to cheat, but Mrs. Gorf had never taught him
how to add.
One day Mrs. Gorf caught Joe copying John’s paper.
She wiggled her ears—first her right one, then her left—
stuck out her tongue, and turned Joe into an apple. Then
she turned John into an apple for letting Joe cheat.

“Hey, that isn’t fair,” said Todd. “John was only
trying to help a friend.”

Mrs. Gorf wiggled her ears—first her right one, then
her left—stuck out her tongue, and turned Todd into an
apple. “Does anybody else have an opinion?” she asked.

Nobody said a word.
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 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 Sequoyah? ____________________________________________

**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:* 277  
*Sentences:* 28
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 mummies?

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.

It is September 19, 1991 a bright, sunny day.

German tourists Helmut and Erika Simon are hiking in snow-covered mountains. The mountains are called the Alps. The Simons are near the border where Austria meets Italy.

They have hiked here many times before. There is usually snow on the
ground, even in the summer. But this year
the weather has been warm. There is not
as much snow as usual.

Suddenly Erika sees something odd
sticking up in the snow. What could it be?

At first Helmut thinks it is a doll’s head.

He is wrong.

“It’s a man!” cries Erika.

The man lies facedown, half buried in
the ice. The Simons look closely.

The man is dead.

Was he a hiker? They wonder. Did he
get lost in a storm? Did someone kill him?

Quickly they take a photograph of the
body. Then they hurry to the next hikers’
shelter to report their discovery.

The man who runs the shelter calls the
police right away.

The Alps can be dangerous. The trails are rocky and steep. Fast-moving storms can catch hikers off guard. Sometimes hikers die. The police are called to bring out the bodies.
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:
Reading Assessment Form Levels E–Z Nonfiction

Student: __________________________________________ Date: __________
Title: ______ Horse Heroes ___________________________ Level: __O–P__

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 horses in history? __________________________________________

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.

People and horses have always

had a special relationship. Ever since

horses were first tamed and ridden

6,000 years ago, they have been

admired for their intelligence,

strength, and speed.

In ancient Greece, a beautiful,

well-trained horse was the ultimate

status symbol of kings and generals.

The conqueror Alexander the Great

was so proud of

his brave horse

Bucephalus (Byoo-SEFF-uh-luss)

that he named a city after him.

Citizens of the

Roman Empire loved

the drama of horse

racing. They flocked to

the arena to watch their favorite

chariot teams thundering around

the racetrack.

Horses were also important to

Native Americans. The tribes of

the Great Plains were expert

horsemen and relied on horses for

hunting buffalo and carrying

warriors into battle.

Wherever people and horses
have worked together, they have

formed a loyal bond. This book tells

the stories of some remarkable horses

who have worked with their human

partners to become heroes.
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: