Reading Assessment Form Levels E–Z Fiction

Student: ____________________________________________ Date: _____________
Title: _______ Because of Winn-Dixie _____________ Level: ___ Q–R ___

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 stray 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, 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.

My name is India Opal Buloni, and last summer my daddy, the preacher, sent me to the store for a box of macaroni-and-cheese, some white rice, and two tomatoes and I came back with a dog.

This is what happened: I walked into the produce section of the Winn-Dixie grocery store to pick out my two tomatoes and I almost bumped right into the store manager. He was standing there all red-faced, screaming and waving his arms around.
“Who let a dog in here?” he kept on shouting.

“Who let a dirty dog in here?”

At first, I didn’t see a dog. There were just a lot of vegetables rolling around on the floor, tomatoes and onions and green peppers. And there was what seemed like a whole army of Winn-Dixie employees running around waving their arms just the same way the store manager was waving his.

And then the dog came running around the corner. He was a big dog. And ugly. And he looked like he was having a real good time. His tongue was hanging out and he was wagging his tail. He skidded to a stop and smiled right at me. I had never before in my life seen a dog smile, but that is what he did. He pulled back his lips and showed me all his teeth. Then he wagged his tail so hard that he knocked some oranges off a display, and they went
rolling everywhere, mixing in with the tomatoes
and onions and green peppers.
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:
Brian Robeson stared out the window of the small plane

at the endless green northern wilderness below. It was a

small plane, a Cessna 406—a bushplane—and the engine

was so loud, so roaring and consuming and loud, that it

ruined any chance for conversation.

Not that he had much to say. He was thirteen and the

only passenger on the plane was a pilot named—what was

it? Jim or Jake or something—who was in his mid-forties

and who had been silent as he worked to prepare for take-

off. In fact since Brian had come to the small airport in
Hampton, New York to meet the plane—driven by his mother—the pilot had only spoken five words to him.

“Get in the copilot’s seat.”

Which Brian had done. They had taken off and that was the last of the conversation. There had been the initial excitement, of course. He had never flown in a single-engine plane before and to be sitting in the copilot’s seat with all the controls right there in front of him, all the instruments in his face as the plane clawed for altitude, jerking and sliding on the wind currents as the pilot took off, had been interesting and exciting. But in five minutes they had leveled off at six thousand feet and headed northwest and from then on the pilot had been silent, staring out the front, and the drone of the engine had been all that was left. The drone and the sea of green trees that lay before the plane’s nose and flowed to the horizon, spread with lakes, swamps, and wandering.
streams and rivers.

    Now Brian sat, looking out the window with the roar
thundering through his ears, and tried to catalog what had
led up to his taking this flight.

    The thinking started.

    Always it started with a single word.

    Divorce.

    It was an ugly word, he thought. A tearing, ugly word
that meant fights and yelling, lawyers—God, he thought,
how he hated lawyers who sat with their comfortable smiles
and tried to explain to him in legal terms how all that he
lived in was coming apart—and the breaking and shattering
of all the solid things. His home, his life—all the solid
things. Divorce. A breaking word, an ugly breaking word.

    Divorce.

    Secrets.

    No, not secrets so much as just the Secret. What he
knew and had not told anybody, what he knew about his mother that had caused the divorce, what he knew, what he knew—the Secret.
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:

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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 experiences and rights of women a long time 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 introduction silently, and about one page aloud, 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.

In the year 1896, the tiny village of Mon-
yangtul in northern Korea was dotted
with cottages thatched with yellow rice
straw. The walls of these homes were
made of stones, mud, and straw. Win-
dows and doors had chang ho jee, or rice paper, cover-
ing them.

    Inside one of the humble cottages, at the dawn of a
September morning, I was born. Instantly, I was a dis-
appointment.

    Three sons had been born to my parents. All had
died. Now this new baby was a girl.

    “Well,” my father said. “A girl is better than nothing.”
He was a scholarly man, a leader in the community.

He taught school in our village. With the blessings of my grandfather, my father had spent his life studying, poring over books of poetry, struggling to perfect his brush strokes for the vast Chinese alphabet. He longed for a son to follow his example.

My mother could not read. She was illiterate, as were most Korean women then. The only way for anyone to earn a living was by farming, and while my father devoted himself to study, my mother worked on the family farm.
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 Muhammad Ali? ________________________________

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 then the next two pages aloud, 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.

The first son born to Odessa and Cassius Clay Senior, on January 17, 1942, turned out to be a lively baby.

The little boy, named Cassius after his father and grandfather before him, could pack a punch at just six months of age.

Lying alongside his mother, he stretched out his little fist and knocked her in the mouth, loosening a front tooth.

The Clays lived in
a modest bungalow among other black families in Louisville, Kentucky. Cassius’s father painted signs and murals, and his mother sometimes worked as a maid for white families. When Cassius was two, his younger brother, Rudolph Valentino, was born.

Young Cassius was a prankster and always the center of attention. But like any black child of his generation, Cassius was aware that he did not share the same privileges as white children in his hometown.

Segregation laws were in place, and black people were routinely kept out of restaurants, stores, schools, and neighborhoods reserved for whites only. At an early age, Cassius began to question why black people had to suffer these injustices.
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:
Cesar was stubborn, but he was not a fighter. His mother cautioned her children against fighting, urging them to use their minds and mouths to work out conflicts.

Then, in 1937, the summer Cesar was ten, the trees around the ranch began to wilt. The sun baked the farm soil rock hard. A drought was choking the life out of Arizona. Without water for the crops, the Chavez family couldn’t make money to pay its bills.

There came a day when Cesar’s mother couldn’t stop crying. In a daze, Cesar watched his father strap their possessions onto the roof of their old car. After a long struggle, the family no longer owned the ranch. They had no choice but to join the hundreds of thousands of people fleeing to the green valleys of California to look for work.
What did the author teach about so far?

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:
A warm May night in eastern India
is a peaceful time in the mud-
and-thatch villages that ring the
forest at the edge of the sea. The
farmers have returned from working in their gar-
dens and rice fields. The children are back from
school and now recite their evening lessons or chant prayers. The air carries the cozy scent
of wood smoke, baking bread, and spicy stews bubbling over clay hearths. It is a good
time to be home.

But it is not a good time to be out in a boat on the rivers and channels that thread
through the forest. Young Golam was nervous.

Golam and his four friends were far from their village. They were deep inside the tiger
reserve. They weren’t supposed to be there. The five young men were breaking the law.

But they had come anyway, in search of beehives full of sweet, spicy honey, which they
planned to collect and sell at the markets.

They anchored their little wooden boat in the river. They would sleep on the boat, surrounded by the river, the forest, and the night sky. They knew this was dangerous as well as illegal. To calm themselves, the five chatted on the deck while the last light faded.

“If we find some honey, what price do you think we will get for it at the market?”

Golam said this to his friend Deben, who was sitting next to him in the dark.

There was no answer.

“Deben?”

Then everyone heard a splash.

The men shouted and scrambled onto the deck of the small boat. They grabbed for the flashlight. Finally, someone shined the light on the muddy bank of the river. There, caught in its beam, was a huge, wet tiger—carrying Deben’s body by the back of the neck, the way a cat carries a mouse!
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: