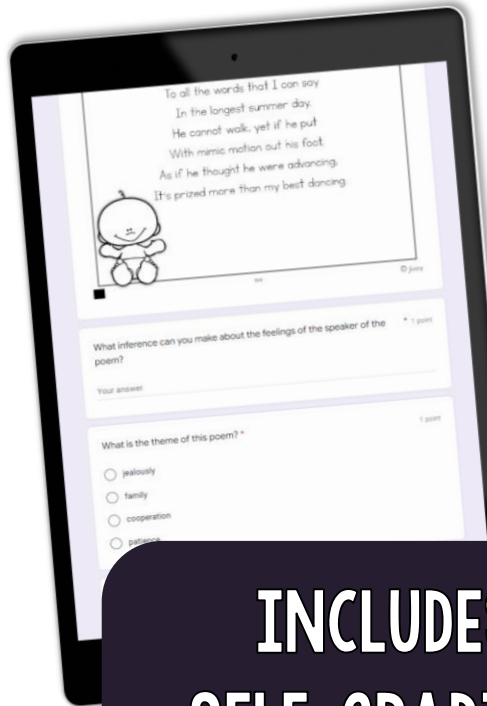


DIFFERENTIATED FICTION READING ASSESSMENTS




**INCLUDES
SELF-GRADING
DIGITAL FORMAT**

Name: _____ Date: _____

The Baby

Miguel raced his cars around the living room.

car with all the wall is sleeping." born, everything was all about her. And They had painted his old blue high chair sm purple, too. He had moved into a new led it his "big boy room." He had a big ne liked his old room, and his old bed. or his old bed back. "That's Rosita's bed uel. "Plus, Rosita has two beds! Why el. It's smaller and she only sleeps in We want her to get used to sleeping in too big for her cradle," replied his id, "How about tonight, you can sleep in what you think you want." te was so excited, he quickly finished his it bedtime, his mother pushed a chair n over the bars. He laid down and tried der than he remembered. He also going through the bars. "That's okay," .my legs curled up." anket. "Just yell for me when you need e smiled and kissed him good night. not only by the bars, but by the idea of "On second thought, Mom, maybe this



Name: _____ Date: _____

The First Tooth

adapted from poem by Charles and Mary Lamb

Through the house, oh such joy,
Just because the infant boy
Has a tiny tooth to show!
I have got a double row,
All as white, and all as small;
Yet no one cares for mine at all.
He can say just half a word,
Yet that one sound is preferred
To all the words that I can say
In the longest summer day,
He cannot walk, but if he put
With mimic motion out his foot,
As if he thought he were advancing,
It's prized more than my best dancing.

Answer these questions about The First Tooth and The Baby.
Choose one of the texts and draw an illustration to represent an event in the text.

Answer these questions about The Baby.

Why was Miguel upset?

Answer these questions about The First Tooth.

What does the author mean by "I have got a double row"?

Which of the following is a good summary of the poem?
a. The baby got his first tooth.
b. The baby is learning to walk.
c. The speaker in the poem is jealous of the attention the baby is getting.
d. The speaker of the poem just learned to talk and walk.

How are these two quotes from the speaker related?
Yet no one cares for mine at all.
They'd love it more than my best dancing.

What is a synonym for the word, mimic?
a. copy b. step c. opposite d. joke

Which two verses rhyme?
a. verse 1 and verse 3 b. verse 1 and verse 2

Sea of the story?

let him get into



DISCREETLY LEVELED WITH SYMBOLS:

2ND GRADE

3RD GRADE

4TH GRADE

5TH GRADE

Name: _____ Date: _____

The Fox and the Well

adapted from Joel Chandler Harris (1921)

Roles: Rabbit Fox Narrator



Setting: along a dirt road in southern United States

Narrator: Rabbit was parched one day as he walked, so he was excited to find a well by the side of the road where he could quench his thirst.

Rabbit: I'm fishing. In fact, I've got me a whole mess of fish, more than enough for my dinner.

Fox: I like fish, and I could do with some fish for my dinner.

Rabbit: There's plenty of fish for us both! Just jump in that bucket and come on down!

Fox: (sees Rabbit go down the well and looks curious.)

Narrator: Fox did just that, and as his bucket went down, Rabbit's bucket came up. As they passed each other halfway up and halfway down, Rabbit grinned cleverly at Fox, and Fox smiled back, thinking about all the fish he would catch.

Fox: (surprised) It's cold and dark down here! Where are the fish? (long pause of silence) Rabbit, are you there?

Narrator: Somebody must have helped Fox get out of that well sooner or later, but it wasn't Rabbit, that's for sure!

Rabbit: Oh boy. How am I going to get back out of this well? (looks up to see another bucket high in the well)

Narrator: This well had two buckets on each end of a rope. When one bucket was up, the other bucket was down. For the rabbit to get back up out of the well, somebody needed to send the other bucket down.

Fox: (peeks down into the well) Hey there, Rabbit! What are you doing down there?

Answer these questions about The Fox and The Well.

Why did Rabbit tell Fox there were fish in the well? R.1

He wanted him to get in the bucket to make his bucket rise so he could get out.

Write a summary of the drama: R.2

Rabbit went down into a well because he was thirsty, but then he couldn't get out. He lied and told Fox there were fish in the well. Fox lowered his bucket and Rabbit's raised, letting him out of the well, and making Fox stuck in it.

Which character trait best describes Rabbit? R.3

- a. loving
- b. funny
- c. clever
- d. hungry

Fox saw Rabbit go down the well and he looked curious. Without changing the meaning of the word, which word could be used instead of curious? R.4

- a. thirsty
- b. distant
- c. interested
- d. deep

What happened after Rabbit got out of the well? R.5

He left Fox stuck in the bottom of the well.

Why does the drama need a narrator? R.6

The narrator tells us the actions of the characters that we wouldn't know from just the character's dialogue.

Answer these questions about The Fox and The Well.

Why did Rabbit tell Fox there were fish in the well? R.1

He wanted him to get in the bucket to make his bucket rise so he could get out.

Write a summary of the drama: R.2

Rabbit went down into a well because he was thirsty, but then he couldn't get out. He lied and told Fox there were fish in the well. Fox lowered his bucket and Rabbit's raised, letting him out of the well, and making Fox stuck in it.

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Fox saw Rabbit go down the well and he looked curious. Without changing the meaning of the word, which word could be used instead of curious? R.4

- a. thirsty
- b. interested
- c. distant
- d. deep

How is this drama different from a poem? R.5

- a. This drama included stanzas and poems do not.
- b. Poems include stage directions, this drama did not.
- c. This drama included a cast of characters, and poems do not.
- d. Poems have a setting, and this drama did not.

Name the following element of the drama: R.5

(looks up to see another bucket high in the well)

- a. stanza
- b. stage directions
- c. cast of characters
- d. dialogue

4 LEVELS
OF EVERY
PASSAGE

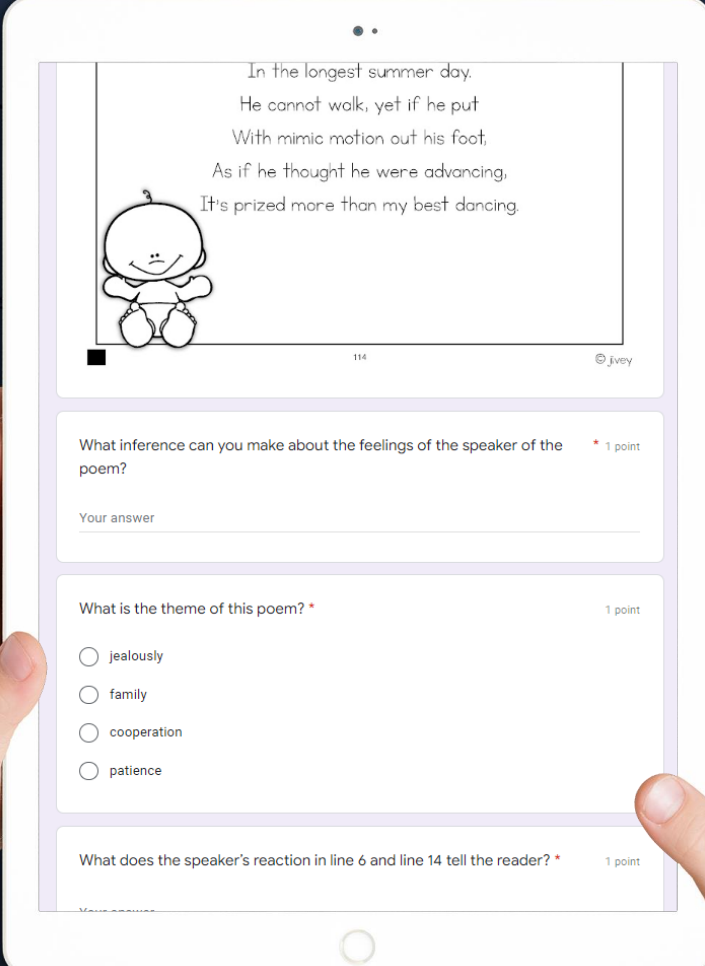
3 LEVELS
OF

QUESTIONS


QUESTIONS ARE ADJUSTED WHEN GRADE LEVEL
EXPECTATIONS ARE DIFFERENT FOR THE STANDARDS

WAYS TO USE THIS RESOURCE

- ✓ pre-assessments
- ✓ formative assessments
- ✓ whole group mini-lessons
- ✓ independent practice
- ✓ homework
- ✓ small group remediation
- ✓ re-assessing
- ✓ progress monitoring
- ✓ standards-based grading
- ✓ assign digital Google Forms



In the longest summer day,
He cannot walk, yet if he put
With mimic motion out his foot,
As if he thought he were advancing,
It's prized more than my best dancing.



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What inference can you make about the feelings of the speaker of the poem? * 1 point

Your answer

What is the theme of this poem? * 1 point

jealousy

family

cooperation

patience

What does the speaker's reaction in line 6 and line 14 tell the reader? * 1 point

Your answer

MIX & MATCH IDEAS

Name: _____ Date: _____

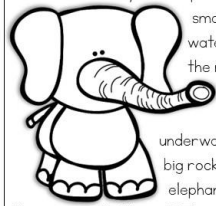
How the Tortoise Overcame the Elephant and the Hippopotamus

adapted from Folk Stories From Southern Nigeria

The elephant and the hippopotamus always ate together. They were good friends. One day when they were both eating together, the tortoise appeared. He said that although they were both big and strong, they couldn't pull him out of the water with a strong piece of rope. He offered the elephant ten thousand rods if he could pull him out of the river the next day. The elephant, seeing that the tortoise was very small, said, "If I cannot pull you out of the water, I will give you twenty thousand rods." So the next morning, the tortoise got some very strong rope. He tied it tight to his leg, and went down to the river. He knew the underwater well. He secretly tied the rope around a big rock. He left the other end on the shore for the elephant to pull. He went down to the bottom of the river and hid himself. The elephant started pulling, and after a time he broke the rope.

At the same time as the rope broke, the tortoise undid the rope from the rock and came to the land. He showed everyone that the rope was still tied to his leg, but that the elephant had failed to pull him out. The elephant had to admit that the tortoise was the winner. He paid him the twenty thousand rods, as agreed. The tortoise took the rods home to his wife, and they lived together very happily.

Three months later, the tortoise was running out of rods. He thought he would make some more with the same trick. This time, he went to the hippopotamus and made the same bet with him.



Answer these questions about *How the Tortoise Overcame the Elephant and the Hippopotamus*.

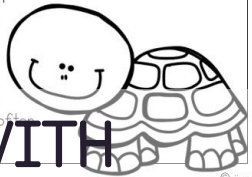
Why did the tortoise challenge the elephant and the hippopotamus?

Number the following events in the order they happened in the story:

_____ elephant.
 _____ underwater.
 _____ the tortoise.
 _____ winner.
 _____ the end?

_____ learned the tortoise tricked him?

_____ bigger of the two
 because there is plenty of fish for him
 in the river. The land tortoise is of
 the sea tortoise.



Answer these questions about *The Fox and The Stork and The Games*.

How are the stories similar?

a. theme
 b. plot
 c. setting
 d. all of the above

What is an important point in both? Name: _____ Date: _____

a. Explain the rules before playing.
 b. Friends play tricks on each other.
 c. Treat others the way you want to be treated.
 d. Allow your friends to go first.

Compare these two details from the stories:
 The Stork accepted the invitation.
 Antonio wanted to be a basketball player.

How do these details show similarity?

How do the characters in the two stories differ?

The Games



Brayden loved playing basketball, and he was so good at it. His mom called him a "star player." One day, he invited his neighbor, Antonio, to play with him. Antonio liked to stay inside and all afternoon, so Brayden figured he could beat him. At first, he agreed to go over and play basketball. Antonio didn't score many points when they played very good at sports. Most of the shots he took were a ball never even got near the basket. When they did get the basket, they usually bounced off instead. Brayden always with those bounced balls. Most of Brayden's own shots points. He liked to howl, "SWISH!" when the ball dropped into the net of the basket. "Guess it's a good thing we didn't score, huh?" Brayden laughed at Antonio.

Antonio didn't like how Brayden was acting, but Brayden to come over to his house anyway. Brayden should have explained the rules, and unlike Brayden did when they played basketball, he tried to help him a little bit. Brayden got really frustrated when Antonio yelled "CHECKMATE!" after only twenty minutes. Antonio lost the game. He wasn't used to losing, and he lost the game. He was a loser.

Name: _____ Date: _____

The Fox and The Stork

adapted from Aesop's Fables

One day, the Fox thought of a plan to amuse himself at the expense of the Stork. He was always laughing at the Stork's odd appearance.

"You must come and dine with me today," he said to the Stork, smiling to himself at the trick he was going to play. The Stork gladly accepted the invitation and arrived on time with a good appetite.

For dinner the Fox served soup. He put the soup in a very shallow dish, and all the Stork could do was wet the very tip of his bill. He couldn't eat a drop. The Fox lapped it up easily, and to increase the Stork's disappointment, the Fox showed his delight.

The hungry Stork was mad at the trick, but he remained calm. He saw no good in flying into a rage. Instead, not long afterward, he invited the Fox to dine with him. The Fox arrived on time. The Stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get to the fish with his long bill but all the Fox could do was to lick the outside of the jar and sniff at the delicious odor. And when the Fox lost his temper, the Stork said calmly: **Do not play tricks on your neighbors unless you can stand the same treatment yourself.**



ONE PASSAGE WITH
 CORRESPONDING QUESTIONS

PAIRED PASSAGES TO ASSESS
 MORE RIGOROUS STANDARDS

MIX & MATCH IDEAS

ASSESS GRADE LEVEL SKILLS WITH A LOWER-LEVEL TEXT TO ASSESS MASTERY OF STANDARDS RATHER THAN ABILITY TO READ WITH YOUR STRUGGLING READERS


Name: _____ Date: _____

The Fox and The Stork
adapted from Aesop's Fables

One day, the Fox thought of a plan. He was always laughing at the Stork and it good laugh.

"You must play with me," the Stork said. "You must play with me." "You must play with me," the Stork said. "You must play with me," the Stork said. For dinner, the Stork served a shallow dish. All He couldn't eat make the Stork The hung saw no good in invited the Fox served a fish dish tall jar with a vase easily get to the could do was to sniffed at the c lost his temper.

The Games



Brayden loved playing basketball because he was very good at it. His mom called him a "natural born player." One day, he invited his neighbor, Antonio, over to play with him. Antonio liked to stay inside and read books all afternoon. Brayden figured he could beat him. Antonio wanted to be Brayden's friend, so he went over to play.

Antonio did not score many points when they played. He was not very good at sports. Most of the shots he took were airballs: the ball never even got near the basket. When they did get close to the basket, they bounced off instead. Brayden always scored with those bounced balls. Most of Brayden's shots scored him points. He liked to yell, "SWISH!" when the ball dropped through the net of the basket. "I guess it's a good thing we did not really keep score, huh?" Brayden laughed at Antonio.

Antonio did not like how Brayden was acting. But he asked Brayden to come over to his house anyway. Brayden shrugged and agreed to go. Antonio took him straight to his bedroom. He set up a game of chess. Brayden had never played chess before. Antonio explained the rules. He tried to help him a little bit even though Brayden did not when they played basketball. Brayden got really upset when Antonio yelled "CHECKMATE!" after only twenty minutes. Antonio had won the game. He was not used to being the loser. Antonio smiled. "I guess we all have our own talents, huh?"

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2nd grade level text

Answer these questions about The Fox and The Stork and The Games.

How are the stories similar?

- theme
- plot
- setting
- all of the above

What is an important point in _____?

- Explain the rules before.
- Friends play tricks on each other.
- Treat others the way you want to be treated.
- Allow your friends to go.

Compare these two details from _____.

The Stork accepted.
Antonio wants.

How do these details show similarity?

How do the characters in _____ differ?

In what point of view is this story written?

first person

How does the illustration contribute to the story?

Answer these questions about The Fox and The Stork.

Why did the Fox invite the Stork over for dinner?

Explain the message, or moral, of the story.

Which character trait best describes the Fox?

- unkind
- humorous
- caring
- polite

What is an **antonym** for the word **trick**?

- low
- trick

What caused the Fox to lose his dinner?

Answer these questions about The Games.


Why does Brayden like to play basketball?

Which of these is a good summary sentence?

- Brayden and Antonio are best friends who like to play games together.
- Brayden learned a lesson when Antonio showed him how it felt to be defeated in a game.
- Antonio learned a lesson when Brayden beat him in basketball.
- Brayden learned how to play chess when Antonio took him to his house.

Why did Antonio invite Brayden over to his house?

Using the context clues from the passage, put an X on the image that represents an airball.



How would this story have been different if it were told from Antonio's point of view?

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3rd grade level questions

TWO PASSAGES WITH ALL STANDARDS


MIX & MATCH IDEAS

PUSH YOUR
ADVANCED
READERS WHILE
STILL ASSESSING
GRADE LEVEL
SKILLS WITH A
HIGHER-LEVEL
TEXT

Name: _____ Date: _____

The First Tooth
poem by Charles and Mary Lamb

Through the house what busy joy,
Just because the infant boy
Has a tiny tooth to show!
I have got a double row,
All as white, and all as small;
Yet no one cares for mine at all.
He can say but half a word,
Yet that single sound's preferred
To all the words that I can say
In the longest summer day.
He cannot walk, yet if he put
With mimic motion out his foot,
As if he thought he were advancing,
It's prized more than my best dancing.



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5th grade level text

Name: _____ Date: _____

The Baby

Miguel raced his cars around the living room. "Zoom!" he shouted excitedly as he pushed it with all his might across the floor, sending it crashing into the wall. "Shhhh!" said his mother. "The baby is sleeping."

Miguel sighed. Ever since Rosita was born, everything was all about her... and everything that used to be his was hers now, too! They had painted his old blue high chair purple for her. They even painted his old room purple, too. He had moved into a new room before she was born. His parents called it his "big boy room." He had a big bed now, and more room for his toys. But he liked his old room, and his old bed.


At dinner, Miguel asked his parents for his old bed back. "That's Rosita's bed now, Miguel," his father said firmly. "But it was MY bed!" protested Miguel. "Plus, Rosita has two beds! Why can't I have my old one back?"

"The other bed is just a bassinet, Miguel. It's smaller and she only sleeps in that sometimes at night when she's fussy. We want her to get used to sleeping in her crib because it's bigger and soon, she'll be too big for her bassinet," replied his mother. She thought for a moment, then suggested, "How about tonight, you can sleep in your old bed, and let us know if it's really what you think you want."

Miguel was ecstatic about this idea. He was so ecstatic, he quickly finished his dinner and darted off to put on his pajamas. At bedtime, his mom pushed a chair over to Rosita's crib so Miguel could clamber over the bars. He laid down and tried to get comfortable, but the mattress was harder than he remembered. He also couldn't stretch out his legs without them going through the bars. "That's okay," he thought to himself. "I always sleep with my legs curled up."

Miguel's mom covered him with a blanket. "Just holler when you need to get up so I can get you out of bed!" She smiled and kissed him good night.

Miguel suddenly felt very trapped... not only by the bars, but by the idea of not being able to get out when he wanted. "On second thought, Mom, maybe this bed is better for Rosita."



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Answer these questions about **The First Tooth** and **The Baby**.

Choose one of the texts and draw an illustration to represent an event in the text.

Answer these questions about **The Baby**.

How does Miguel feel about Rosita? Provide evidence from the text.

Which text does it
What event did it
How are the two
How are the pare
Rosita's bed?
In what point of v

Which of the following sentences from the story could also be the main idea of the story?

- He pushed the car with all his might across the floor.
- Ever since Rosita was born, everything was all about her.
- The other bed is just a bassinet.
- He laid down.

Why do you think
a. He wouldn't
b. She wanted it
c. She wanted it
d. She knew he

How do you think
Rosita's bed?
a. step
b. copy
c. opposite
d. joke

Answer these questions about **The First Tooth**.

What inference can you make about the feelings of the speaker of the poem?

What is the theme of this poem?
a. jealousy b. family c. cooperation d. patience

What character trait do you think best describes the speaker of the poem?
a. joyful b. understanding c. bitter d. pleased

What is a synonym for the word *mimic*?
a. step b. copy c. opposite d. joke

Which definition matches *advancing* as used in the poem?
a. moving forward
b. spreading
c. improving
d. growing

What is the rhyme scheme of the poem?

Who is telling the story?
a. mother
b. father
c. father
d. older sibling

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4th grade level questions

BUY THE BUNDLE & SAVE!

STANDARDS-BASED ASSESSMENTS BUNDLE

24 FICTION PASSAGES

24 NONFICTION PASSAGES

DIFFERENTIATED FOR GRADES 3-5

Your year will be set with assessments for EVERY reading standard in fiction and nonfiction!

I love how easy it was to differentiate for all students. Thank you very much for this resource. I could see how much time and effort was put into this. You saved me hours of planning!

check it out!

Miss Nguyen, 3rd Grade Teacher

FABULOUS FEEDBACK

Used this resource with my **targeted intervention groups** to prepare for state testing! This was PERFECT. The passages were **engaging** and **truly prepared them** for what was to come on the actual BIG test. Thank you for taking the time to create amazing resources like this!

Amanda N., 3rd Grade Teacher

With a **multi-level classroom**, I love how easy it is to **differentiate** for my students with a **wide range of abilities**. Thank you!

Emmalee P., 3rd / 4th / 5th Grade Teacher

I loved this resource because it provided me with **useful data** and the students were **fully engaged**. There were multiple levels making **differentiation** a breeze.

Maureen L., 4th Grade Teacher