

# Grade 3: Phonics and Word Recognition Checklist

## Reading Foundational Skills: Phonics and Word Recognition Checklist

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These assessments center on CCSS ELA RF.3. Teaching Notes in module lessons suggest when this checklist might be used. Use your assessment to guide students in where and how they can improve.

There are three parts to the assessment in Grade 3. The basic assessment has two parts. In Part I of the assessment, a student reads a short, unfamiliar passage aloud to demonstrate proficient phonics and word analysis skills in decoding in context. In Part II, a student reads from a word list to demonstrate proficient phonics and word analysis skills out of context. Part III is a short, written assessment that provides information about whether students can identify, and know the meanings of, common prefixes and suffixes.

Note: Because students read an unfamiliar passage aloud in Part I of the assessment, consider using this opportunity to assess reading fluency (RF.4) at the same time, using the Grade 3: Reading Fluency Checklist.

If, during this assessment, it is evident that students are unable to meet the grade-level expectations and require additional support with learning to read, consider using and/or adapting EL Education's K–2 Reading Foundations Skills Block. Begin by determining a student's micro-phase ("early," "middle," or "late" within a phase; e.g., Consolidated Alphabetic) based on assessment results (for details, see Benchmark: Teacher Administration Guidance and Student Scoring sheets in the K-2 Skills Block Resource Manual). Then use the Assessment Conversion chart (see the K-2 Skills Block Resource Manual) to identify cycles of lessons within the K-2 continuum that best meet the specific needs of a student or group of students for differentiated small group instruction.

Consider having students create a folder to store checklists. This will keep the checklists organized and offer easy access to information as students progress throughout the year.

To assess students' progress, prepare one checklist and materials indicated for each student. Write the student's score in the appropriate box using the following key:

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Advanced

## Overcoming Learning Challenges Near and Far

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### Contents

Grade	Checklist	Standard(s)
3	Phonics and Word Recognition Recording Form: <i>Teachers use this to track individual students' progress in phonics and word recognition skills.</i>	RF.3
3	Phonics and Word Recognition Checklist, Part I: <i>Students read a short, unfamiliar passage aloud to demonstrate proficient phonics and word analysis skills in decoding in context.</i>	RF.3.3a, RF.3.3b, RF.3.3c, RF.3.3d
3	Phonics and Word Recognition Checklist, Part II: <i>Students read from a word list to demonstrate proficient phonics and word analysis skills out of context.</i>	RF.3.3a, RF.3.3b, RF.3.3c, RF.3.3d
3	Phonics and Word Recognition Checklist, Part III: <i>Students identify and know the meanings of common prefixes and suffixes.</i>	RF.3.3a

Reading Foundational Skills Assessment: Phonics and Word Recognition Recording Form

Grade 3		Date:						
Student Name:		Criteria	In Context		Out of Context	Rate		Notes
CCSS	Date							
RF.3.3b	Decode words with common Latin suffixes.							
RF.3.3c	Decode multisyllable words.							
RF.3.3d	Read grade-appropriate irregularly spelled words.							
CCSS	Criteria	Suffix	Prefix		Notes			
Date								
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.							

### Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I

#### Part I:

Before the assessment, prepare the included passage for the student's grade level, the teacher's version of the passage, and the corresponding checklist.

Alternatively, substitute your own text for the student to read aloud. If selecting a new text, identify the following types of words in the text, recording them in the corresponding row on the checklist:

- Words with common prefixes and derivational suffixes (see Grade 3 Affix List in Module 1, Unit 1, Lesson 6)
- Words with common Latin suffixes (see Grade 3 Affix List)
- Multisyllable words
- Grade-appropriate irregularly spelled words

Invite the student to read the text aloud. During the oral reading, use the teacher's version of the passage to note any miscues and self-corrections as the student reads. If the student pauses at an unknown word, or if the student attempts the word but is clearly struggling, allow 3 seconds before providing the word and prompting the student to continue. Use the words and criteria on the checklist to analyze and assess the student's phonics and word analysis skills in context.

#### CCSS Assessed:

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.

Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I

Directions: Prepare and use the following recording form if selecting a new text for the student to read.

Student Name:		Grade 3 Date:	
Part I: Phonics and Word Recognition in Context			
Title of Text:		Lexile:	
CCSS	Words from the Text	Decodes word	
RF.3.3a	Words with common prefixes and derivational suffixes from the text:	Yes	No
		Notes (observations, miscues)	

CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
RF.3.3b	Words with common Latin suffixes from the text:	Yes	No	
RF.3.3c	Multisyllable words from the text:	Yes	No	
RF.3.3d	Irregularly spelled words from the text:	Yes	No	

Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I

Directions: Prepare and use the following recording form and passage if using the provided text for the student to read.

Student Name:			Grade 3 Date:	
Part I: Phonics and Word Recognition in Context				
Title of Text: <i>The Tale of Jemima Puddle-Duck</i> Lexile: 610L				
CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
RF.3.3a	Words with common prefixes and derivational suffixes from the text:	Yes	No	
	opened			
	limping			
	uncomfortable			
	unfortunately			

CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
RF.3.3b	Words with common Latin suffixes from the text:	Yes	No	
	presently			
	comfortable			
	hospitable			
	position			
	moment			
	mighty			
	difficulty			
RF.3.3c	Multisyllable words from the text:	Yes	No	
	suffocating			
	somewhat			
	provide			
	indeed			
RF.3.3d	Irregularly spelled words from the text:	Yes	No	
	sight			
	beautifully			
	showed			
	very			
	walk			



## Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I

## Teacher Passage

**Directions:** As the student reads aloud, note any miscues and self-corrections, paying particular attention to the words in bold. Refer to the words in bold when you use the checklist to assess the student's ability to decode different types of words in context.

*The Tale of Jemima Puddle-Duck*

by Beatrix Potter; 700L

Listen to the story of Jemima Puddle-duck, who was annoyed because the farmer's wife would not let her hatch her own eggs.

"I wish to hatch my own eggs; I will hatch them all by myself," quacked Jemima Puddle-duck.

She tried to hide her eggs; but they were always found and carried off. Jemima Puddle-duck became quite desperate. She determined to make a nest away from the farm.

She set off on a fine spring afternoon along the cart-road that leads over the hill. When she reached the top of the hill, she saw a wood in the distance. She thought that it looked a safe quiet spot, but it was a distance away. She would need to fly there.

Jemima Puddle-duck was not much in the habit of flying. She ran downhill a few yards, and then she jumped off into the air. She flew **beautifully** when she had got a good start. She skimmed along over the tree-tops until she saw an open place in the middle of the wood, where the trees and brushwood had been cleared.

Jemima landed rather heavily, and began to waddle about in search of a convenient dry nesting-place. She liked a tree-stump amongst some tall fox-gloves. But—seated upon the stump, she was startled to find an elegantly dressed gentleman reading a newspaper. He had black prick ears and sandy colored whiskers.

"Quack?" said Jemima Puddle-duck, with her head and her bonnet on one side—"Quack?"

The gentleman looked curiously at Jemima—

"Madam, have you lost your way?" said he. He had a long bushy tail which he was sitting upon, as the stump was **somewhat** damp.

Jemima thought him **mighty** handsome. She explained that she had not lost her way, but that she was trying to find a dry nesting-place.

"Ah! Is that so? indeed!" said the gentleman with sandy whiskers. He

folded up the newspaper, and put it in his pocket.

**"Indeed!** How interesting! I wish I could meet with it. I would teach it to mind its own business! But as to a nest—there is no **difficulty**: I have a sackful of feathers in my wood-shed. You may sit there as long as you like," said the bushy long-tailed gentleman.

He led the way to a **very** dismal-looking house. It was built of branches and grass, and there were two broken pails on top of another for a chimney.

"This is my summer residence," said the **hospitable** gentleman.

There was a tumble-down shed at the back of the house. The gentleman **opened** the door, and **showed** Jemima in. The shed was almost quite full of feathers—it was almost **suffocating**; but it was **comfortable** and very soft. Jemima Puddle-duck made a nest without any trouble at all.

The sandy whiskered gentleman was so polite, that he seemed almost sorry to let Jemima go home for the night. He promised to take great care of her nest until she came back again next day.

Jemima Puddle-duck came every afternoon; she laid nine eggs in the nest. At last Jemima told the foxy gentleman that she intended to begin to sit next day.

"Before you begin your tiresome sitting, I want to give you a treat. Let us have a dinner-party all to ourselves! May I ask you to bring up some herbs from the farm-garden to make an omelette? Sage and thyme, and mint and two onions, and some parsley. I will **provide** lard for the stuff—lard for the omelette," said the **hospitable** gentleman with sandy whiskers.

Jemima Puddle-duck was a simpleton: not even the mention of sage and onions made her suspicious. She went round the farm-garden, gathering all the different sorts of herbs that are used for stuffing roast duck. And she waddled into the kitchen, and got two onions out of a basket.

The collie-dog Kep met her coming out, "What are you doing with those onions? Where do you go every afternoon by yourself, Jemima Puddle-duck?"

Jemima admired the collie; she told him the whole story. The collie listened, with his wise head on one side. He asked several questions about the wood, and about the exact **position** of the house and shed.

Then he went out, and trotted down the village. He went to look for two fox-hound puppies who were out on a **walk** with the butcher.

Jemima Puddle-duck went up the cart-road for the last time, flew over the wood, and landed opposite the house of the bushy long-tailed gentleman. He was sitting on a log, and kept glancing uneasily round the wood.

"Come into the house as soon as you have looked at your eggs. Give me the herbs for the omelette. Be sharp!"

He was rather abrupt. Jemima Puddle-duck had never heard him speak like that. She felt surprised, and **uncomfortable**.

While she was inside the shed she heard pattering feet out back. Someone with a black nose sniffed at the bottom of the door, and then locked it. Jemima became worried. A **moment** later there were most terrible noises—barking, growls and howls. And nothing more was ever seen of that foxy-whiskered gentleman.

**Presently** Kep opened the door of the shed, and let out Jemima Puddle-duck. **Unfortunately** the puppies rushed in and gobbled up all the eggs before he could stop them. He had a bite on his ear and both the puppies were **limping**.

Jemima Puddle-duck was brought home in tears on account of those eggs. She laid some more in June, and she was allowed to keep them herself: but only four of them hatched. Jemima Puddle-duck said that it was because of her nerves; but she had always been a bad sitter.

Adapted from Potter, B. *The Tale of Jemima Puddle-Duck*. New York: Frederick Warne and Co., 1908. Project Gutenberg, 2005. Web. Accessed on Jul 29, 2016. <<https://www.gutenberg.org/files/14814/14814-h/14814-h.htm>>

**Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I**

**Student Passage**

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## Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part II

### Part II:

Invite the student to read the word list aloud, noting any miscues or self-corrections as he or she reads the corresponding checklist. If the student pauses at an unknown word, or if the student attempts the word but is clearly struggling, allow three seconds before providing the word and prompting the student to continue. For additional information on rate and ease of decoding, time the student's reading.

### CCSS Assessed:

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.

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<b>Student Name:</b>		<b>Grade 3</b>	
<b>Part II: Phonics and Word Recognition Out of Context</b>			
<b>CCSS</b>	<b>Words from the Text</b>	<b>Decodes word</b>	
	<b>Date</b>	<b>Yes</b>	<b>No</b>
RF.3.3a	Words with common prefixes and derivational suffixes		
	remake		
	uncommon		
	misplace		
	precook		
	replace		
	uneven		
	mislead		
	preschool		
	painless		
	careful		
	goodness		
	gladly		
	latest		
	restless		
colorful			
likeness			
freely			
strongest			



CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
	Date	Yes	No	
RF.3.3b	Words with common Latin suffixes			
	conductor			
	dental			
	colonial			
	enjoyment			
	survivor			
	replacement			
RF.3.3c	betrayal			
	Multisyllable words	Yes	No	
	blurred			
	construction			
	couple			
	disappointed			
	dreadful			
	enclosed			
	expression			
	murmur			
	opened			
	pattern			
	presently			
	provided			
	scrambles			
	somewhat			
	survive			
	threatening			
	trigger			
	unfold			
	worship			

CCSS	Words from the Text		Decodes word		Notes (observations, miscues)
	Date		Yes	No	
RF.3.3d	Irregularly spelled words				
	kindly				
	beautiful				
	friendly				
	laughed				
	unhappiness				

**Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part II****Student Wordlist**

remake	blurred
uncommon	construction
misplace	couple
precook	disappointed
replace	dreadful
uneven	enclosed
mislead	expression
preschool	murmur
painless	opened
careful	pattern
goodness	presently
gladly	provided
latest	scrambles
restless	somewhat
colorful	survive
likeness	threatening
freely	trigger
strongest	unfold
conductor	worship
dental	kindly
colonial	beautiful
enjoyment	friendly
survivor	laughed
replacement	unhappiness
betrayal	whether

### Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part III

#### Part III:

This section of the assessment can be given individually or administered to a full class or small group. Distribute the Common Affixes assessment and briefly review the directions with students. Allow students to work independently for 10 minutes. Collect and score the assessment. A score of 80 percent or above is considered proficient.

#### CCSS Assessed:

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.

**Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part III Common Affix Assessment**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Underline the prefix in each word. Write the meaning of the prefix on the line next to each word (RF.3.3a).

unfortunate	
retell	
mislead	
impolite	
disrespect	
conduct	
incorrect	
tripod	
preview	
decompose	

**Directions:** Underline the suffix in each word. Write the meaning of the suffix on the line next to each word (RF.3.3a).

strongest	
moving	
flowers	
farmer	
pushed	
silliness	
colorful	
softly	
excitement	
copied	

## Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part III Common Affix Assessment

(Answers, for Teacher Reference)

**Directions:** Underline the prefix in each word. Write the meaning of the prefix on the line next to each word (RF.3.3a).

<u>un</u> fortunate	<i>not, opposite of</i>
<u>re</u> tell	<i>again, back</i>
<u>mis</u> lead	<i>bad or badly wrong or wrongly</i>
<u>im</u> polite	<i>not</i>
<u>dis</u> respect	<i>not, opposite of</i>
<u>con</u> duct	<i>with, together</i>
<u>in</u> correct	<i>not</i>
<u>tri</u> pod	<i>three</i>
<u>pre</u> view	<i>before</i>
<u>de</u> compose	<i>reduce, away from</i>

**Directions:** Underline the suffix in each word. Write the meaning of the suffix on the line next to each word (RF.3.3a).

strong <u>est</u>	<i>superlative degree</i>
movi <u>ng</u>	<i>action or process</i>
flower <u>s</u>	<i>plural, more than one</i>
farm <u>er</u>	<i>person connected with</i>
push <u>ed</u>	<i>past tense</i>
silli <u>ness</u>	<i>past tense</i>
color <u>ful</u>	<i>full of</i>
softl <u>y</u>	<i>characteristic of</i>
excite <u>ment</u>	<i>act, process</i>
copi <u>ed</u>	<i>past tense</i>