

Grade 4: Phonics and Word Recognition Checklist

Reading Foundational Skills: Phonics and Word Recognition Checklist

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.

In Grade 4, 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.

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 4: 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 document (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

Grade 4: Phonics and Word Recognition Checklist

Contents

Grade	Checklist	Standard(s)
4	Phonics and Word Recognition Recording Form: <i>Teachers use this to track individual students' progress in phonics and word recognition skills.</i>	RF.3
4	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.4.3a
4	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.4.3a

Reading Foundational Skills Assessment: Phonics and Word Recognition Recording Form

Grade 4		Student Name:				Date:	
CCSS	Criteria	In Context		Out of Context		Rate	Notes
RF.4.3a	Decode words with common roots and affixes.						
RF.4.3a	Decode unfamiliar multisyllable words.						

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 roots and affixes (see Grade 4 Affix List in Module 1, Unit 1, Lesson 11)
- Multisyllabic words with closed, vowel-consonant-e, open, consonant-l-e, r-controlled, and vowel digraph/diphthong syllable

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 three 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.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
		Yes	No	
RF.4.3a	Multisyllabic words from the text:			

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

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

Student Name:		Grade 4		
		Date:		
Part I: Phonics and Word Recognition in Context				
Title of Text: <i>The Tale of Peter Rabbit</i>		Lexile: 830L		
CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
		Yes	No	
RF.4.3a	Words with common roots and affixes from the text:			
	underneath			
	mischief			
	dreadfully			
	frightened			
	unfortunately			
	overheard			
	exert			
	intended			
quietly				

CCSS	Words from the Text	Decodes word		Notes (observations, miscues)
		Yes	No	
RF.4.3a	Multisyllabic words from the text:			
	accident			
	squeezed			
	radishes			
	forgotten			
	altogether			
	implored			
	behind			
	trembling			
	presently			
	twitched			
	Beyond			

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 Peter Rabbit
by Beatrix Potter; 830L

Once upon a time there were four little Rabbits, and their names were—Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, **underneath** the root of a very big fir-tree.

"Now my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an **accident** there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into **mischief**. I am going out." Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and **squeezed** under the gate!

First he ate some lettuces and some French beans; and then he ate some **radishes**; And then, feeling rather sick, he went to look for some parsley. But at the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most **dreadfully frightened**; he rushed all over the garden, for he had **forgotten** the way back to the gate. He ran faster, so he might have got away **altogether** if he had not **unfortunately** run into a gooseberry net, and got caught by the large buttons on his jacket.

Peter gave himself up for lost, and shed big tears; but his sobs were **overheard** by some friendly sparrows, who flew to him in great excitement, and **implored** him to **exert** himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. Mr. McGregor was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and **trembling** with fright, and he had not the least idea which way to go. After a time he began to wander about, going lippity—lippity—not very fast, and looking all round. He tried to find his way straight across the garden, but he became more and more puzzled. **Presently**, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish, she sat very, very still, but now and then the tip of her tail **twitched** as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

He climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and **beyond** him was the gate!

Peter got down very **quietly** off the wheelbarrow; and started running as fast as he could go, along a straight walk behind some black-currant bushes. Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden. Peter never stopped running or looked behind him till he got home to the big fir-tree. He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes.

I am sorry to say that Peter was not very well during the evening. His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter! But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

Adapted from Potter, B. *The Tale of Peter Rabbit*. New York: Frederick Warne and Co., 1902. Project Gutenberg, 2005. Web. Accessed on Jul 29, 2016. <https://www.gutenberg.org/files/14838/14838-h/14838-h.htm>

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

Student Passage

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"Now my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out." Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes; And then, feeling rather sick, he went to look for some parsley. But at the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

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Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. Mr. McGregor was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. After a time he began to wander about, going lippity—lippity—not very fast, and looking all round. He tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish, she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

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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.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

Student Name:		Grade 4			
Part II: Phonics and Word Recognition Out of Context					
CCSS	Word List	Decodes word		Date:	Notes (observations, miscues)
RF.4.3a (prefix)	dismiss	Yes	No		
	detach				
	incomplete				
	encase				
	impatient				
	overwork				
	underdog				
	submarine				
	forecast				
	antibody				
	semifinal				
	disappear				

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CCSS	Word List	Decodes word	Notes (observations, miscues)
	deflate		
	incorrect		
	enchant		
	impolite		
	overall		
	undertake		
	submerge		
	fortune		
	semiannual		
RF.4.3a (suffix)	agreeable		
	demonstration		
	shorten		
	resistance		
	independence		
	native		
	believable		
	inspection		
	thicken		
	perspective		

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CCSS	Word List	Decodes word	Notes (observations, miscues)
RF.4.3a (Latin roots)	object		
	revise		
	intermission		
	disrupt		
	perform		
	destruction		
	detract		
	biography		
RF.4.3a (Greek roots)	microscopic		
	headphone		
	photographed		
	biologist		
	diameter		
	zoologist		
	complicated		
	erupt		
RF.4.3a (multisyllable words)	remarkable		
	supporting		
	whether		

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

Student Word list

dismiss	independence
detach	native
incomplete	believable
encase	inspection
impatient	thicken
overwork	perspective
underdog	object
submarine	revise
forecast	intermission
antibody	disrupt
semifinal	perform
disappear	destruction
deflate	detract
incorrect	biography
enchant	microscopic
impolite	headphone
overall	photographed
undertake	biologist
submerge	diameter
fortune	zoologist
semiannual	complicated
agreeable	eruption
demonstration	remarkable
shorten	supporting
resistance	whether