

Grade 3: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. **The language in bold is taken directly from the CCSS.**

Opinion Writing Rubric: Grade 3					
Write opinion pieces on topics or texts, supporting a point of view with reasons.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.3.1	Demonstrates a deep understanding of the topic or issue by developing an insightful opinion supported by logical reasons and well-chosen textual evidence	Demonstrates a clear understanding of the topic or issue by developing an opinion supported by logical reasons and textual evidence	Demonstrates a limited understanding of the topic or issue by developing an opinion weakly supported by textual evidence	Does not demonstrate understanding, or shows a limited understanding, of the topic or issue by offering an opinion unsupported by textual evidence
Organization and Purpose ¹					
B	W.3.1a	Opinion is introduced, clearly communicated, and the focus is strongly maintained	Opinion is clearly stated, and the focus is mostly maintained	Opinion may be somewhat unclear, or the focus may be insufficiently maintained	Opinion may be confusing or ambiguous; or the focus may drift
C	W.3.Z1a W.3.1d	Effective or engaging introduction and concluding statement or section	Introduction provides some context on the topic or text Concluding statement or section restates the opinion of the piece	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or unrelated to the topic or text
D	W.3.1a	Logical progression of ideas from beginning to end	Creates an organizational structure that lists reasons	Progression of ideas is sometimes unclear	No discernable organizational pattern
E	W.3.1c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	Uses linking words and phrases to connect opinion and reasons	Some transitions and connections may be awkward or unclear	No linking words or phrases used

¹ W.3.4 is reflected in all descriptors.

Overcoming Learning Challenges Near and Far

Evidence and Elaboration					
F	W.3.1b	Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific	Provides evidence and reasons that support the opinion	Opinion is insufficiently supported by reasons and evidence from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied	Supporting reasons and evidence are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied
G	L.3.3 L.3.6 W.3.4	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose Effective, appropriate style enhances content	Vocabulary is generally appropriate for the audience and purpose Voice and tone are appropriate to purpose and audience	Vocabulary use is uneven or somewhat inappropriate for the audience and purpose Voice and tone are generally appropriate to purpose and audience, but may be inconsistent	Uses basic vocabulary, and simple or repetitive sentence structure Voice and tone are not appropriate to purpose and audience
H	W.3.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	Provides a list of sources that is incomplete, unclear, or inaccurate	No attempt to cite source material
Conventions*					
I	L.3.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured
J	L.3.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	

Informative/Explanatory Writing Rubric: Grade 3

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.3.1	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence.	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus weakly supported by textual evidence	Does not demonstrate understanding, or shows a misunderstanding, of ideas by offering a focus unsupported by textual evidence

Organization and Purpose					
B	W.3.2a	Focus is clearly communicated and strongly maintained	Focus is clear and mostly maintained	Focus may be somewhat unclear and/or insufficiently maintained	Focus may be confusing or ambiguous
C	W.3.2a W.3.2d	Effective or engaging introduction and concluding statement or section	Introduces the topic Concluding statement or section restates the focus of the piece	Connection between the topic and the introduction and/or conclusion may be unclear	Introduction and/or conclusion is missing
D	W.3.2.a	Logical progression of ideas from beginning to end; strong connections between and among ideas	Related information is grouped together to show connections between and among ideas	Inconsistent or unclear connections between and among ideas	Frequent extraneous ideas; ideas seem randomly ordered
E	W.3.2.c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	Uses linking words and phrases where needed to connect ideas within categories of information	Connects some ideas using linking words and phrases: some transitions and connections may be awkward or unclear	No linking words or phrases used
Evidence and Elaboration					
F	W.3.2b W.3.2a	Well-chosen evidence (facts and details) from the source material develops the topic and is integrated, relevant, and specific	Adequately develops the topic by integrating relevant facts, definitions, and details from the source materials; includes illustrations when useful to aiding comprehension	Topic is insufficiently developed with facts and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied
G	W.3.4	Effective style; clear and engaging	Style is generally appropriate to purpose and audience	Inconsistent or weak attempt to create appropriate style	Little or no evidence of appropriate style
H	L.3.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Accurately uses grade-appropriate general academic and domain-specific vocabulary to inform or explain about the topic	Uses some grade-appropriate general academic and domain-specific vocabulary	Uses basic vocabulary, and simple or repetitive sentence structure
Conventions					
I	L.3.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage are frequent and severe and often obscure meaning
J	L.3.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and spelling are frequent and severe and often obscure meaning

Overcoming Learning Challenges Near and Far

Narrative Writing Rubric: Grade 3					
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RL/RI.3.1	Connections to source materials enhance the narrative	Connections to source materials contribute to the narrative	Connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative	Connections to source materials are not evident or detract from the narrative
Organization and Purpose ²					
B	W.3.3a	Effectively establishes a situation and narrator/characters	Adequately establishes a situation and narrator/characters	Minimally establishes a situation and narrator/characters	Little or no attempt to establish a situation and/or narrator/characters May be brief
C	W.3.3d	Closing is effective and satisfying	Provides a sense of closure	Closing is weak or confusing	Ends abruptly
D	W.3.3a	Natural, cohesive sequence of events from beginning to end	Organizes an event sequence that unfolds naturally	Weak or uneven sequence of events	Little or no organization of an event sequence: frequent extraneous ideas and/or a major drift may be evident
E	W.3.3c L.3.6	Uses a variety of temporal words and phrases to signal event order	Uses temporal words and phrases to signal event order	Minimal use of temporal words and phrases to signal event order	Lack of temporal words and phrases may cause confusion
Development and Elaboration					
F	W.3.3b L.3.3	Effectively uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	Contains some dialogue and descriptions of actions, thoughts, and feelings; use of narrative techniques may not develop experiences or events	Use of narrative techniques may be minimal, absent, or irrelevant
G	L.3.3a	Effective use of sensory and concrete language clearly advances the purpose	Adequate use of sensory and concrete language advances the purpose	Weak use of sensory and concrete language that may not advance the purpose	Little or no use of sensory, concrete, and figurative language
H	W.3.4	Effective style; clear and engaging	Style is generally appropriate to task and purpose	Inconsistent or weak attempt to create appropriate style	Little or no evidence of appropriate style

² W.3.4 is reflected in all descriptors.

Conventions					
I	L.3.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage are frequent and severe and often obscure meaning
J	L.3.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and spelling are frequent and severe and often obscure meaning

Informal Checklists

Informal Checklists are available online for download at Curriculum.ELeducation.org.

These checklists are for use when informally assessing speaking and listening activities, the writing process, and when students are reading aloud, and are organized according to the Common Core State Standards addressed. The speaking and listening checklists include a suggested activity that students might be participating in for the checklist to be a useful tool to measure student progress. Teaching notes in module lessons also suggest when these checklists might be used. Use your assessment to guide students in where and how they can improve.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

To assess student progress, prepare one checklist for each student. Place a check mark in the appropriate column using the following key:

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

Contents

Grade	Checklist	Standard(s)
3–5	Reading Fluency Checklist: <i>Students read a short, unfamiliar, on-level passage of text aloud.</i>	RF.3.4a, RF.3.4b, RF.3.4c
3–5	Writing Record Checklist: <i>A checklist to track the different kinds of writing students complete across the year</i>	W.3.10
3	Writing Process Checklist: <i>Students plan, draft, revise, and edit their writing.</i>	W.3.4, W.3.5, W.3.6, W.3.8, L.3.1i, L.3.2a, L.3.2c, L.3.2d, L.3.2e, L.3.2f, L.3.2g, L.3.3a, L.3.3b, L.3.6
3	Collaborative Discussion Checklist: <i>Students participate in a collaborative discussion on grade 3 topics and texts.</i>	SL.3.1a-d, SL.3.3, SL.3.6, L.3.1b-i, L.3.3a, L.3.3b, L.3.6
3	Presentation of Knowledge and Ideas Checklist: <i>Students orally present on a topic or text, tell a story, or recount an experience.</i>	SL.3.4, SL.3.5, SL.3.6
3	Speaking and Listening Comprehension Checklist I: <i>Students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	SL.3.2
3	Speaking and Listening Comprehension Checklist II: <i>Students ask and answer questions about information from a speaker.</i>	SL.3.3

Reading Fluency Checklist

This informal assessment centers on CCSS ELA RF.3.4. In this assessment, a student reads a short, unfamiliar passage aloud to demonstrate sufficient accuracy and fluency. Choose an on-level text for the student to read aloud. Time the student as he or she reads the text aloud, noting any miscues and self-corrections as he or she reads.

CCSS Assessed:

RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Name:		Grade:					Notes
		1	2	3	4	5	
CCSS	Criteria						Date:
	Fluency						
RF.3.4a	Reads on-level text with purpose and understanding.						
RF.3.4b	Reads with 99–100% accuracy.						
RF.3.4c	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.						
RF.3.4b	Reads at a rate that is appropriate for the piece.						
RF.3.4b	Reading flows smoothly, without many breaks.						
RF.3.4b	Reads groups of related words and phrases together.						
RF.3.4b	Notifies and reads punctuation (e.g., pauses after a comma; questions sound like questions).						
RF.3.4b	(For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.).						
RF.3.4b	(For prose or poetry) Facial expressions and body language match expression in voice.						

Writing Record Checklist

This checklist tracks the different kinds of writing students complete across the year in order to show their progress toward W.3.10. It is suggested that each student have a folder in which to store informal checklists. Student progress can then quickly be seen across the year.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

Refer to the following key to complete the checklist:

Column	Abbreviations
Short or Extended Time Frame <i>How long did this piece take to write?</i>	S = Short (a day or two) E = Extended (several days or several weeks)
Writing Type <i>What kind of writing is this?</i>	I/E = Informative/Explanatory O = Opinion N = Narrative
Subject <i>What type of content was written about?</i>	S = Science SS = Social Studies M = Mathematics ELA = English Language Arts O = Other
Audience <i>Who will read this piece? Who was the intended audience?</i>	parents peers (classmates or students the same age) younger students teacher community other

Writing Process Checklist

CCSS Assessed:

W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	Capitalize appropriate words in titles.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).
L.3.2f	Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Student Name:		Grade 3				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Planning					
W.3.5	With guidance and support from peers and adults, makes a plan for writing.					
W.3.8	Takes brief notes on sources and sorts evidence into provided categories.					
W.3.8	Recalls information from experiences or gathers relevant information from print and digital sources in preparation for writing.					
	Drafting	4	3	2	1	
W.3.6	With guidance and support from adults, uses technology to produce writing using keyboarding skills.					
W.3.6	Uses technology to interact and collaborate with others on a writing project.					
L.3.2f	Uses spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.					
L.3.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships					
	Revising	4	3	2	1	
W.3.5	Revises work based on and teacher and peer feedback.	4	3	2	1	
L.3.1i	Produces simple, compound, and complex sentences.					
L.3.2g	Consults references (dictionary/thesaurus) as needed.					
L.3.3a	Chooses words and phrases for effect.					
L.3.3b W.3.4	Recognizes and observes differences between the conventions of spoken and written standard English.					

Editing					
		4	3	2	1
L.3.2a	Capitalizes appropriate words in titles.				
L.3.2a	Uses commas in addresses.				
L.3.2c	Uses commas and quotation marks in dialogue.				
L.3.2d	Forms and uses possessives.				
L.3.2e	Uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words.				
W.3.6	With guidance and support from adults, uses technology to publish writing.				

Collaborative Discussion Checklist

This informal assessment centers on CCSS ELA SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.3, and L.3.6. In this assessment, students participate in a collaborative discussion on grade 3 topics and texts. Choose a topic or text and pose a question for students to discuss. Allow students to review any notes and/or texts before the discussion. As students engage in the discussion, use the checklists on the following pages to assess students' language use and ability to build on others' ideas and express their own ideas clearly. Remove columns from the checklist as necessary, based on what standards are being assessed.

CCSS Assessed:

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., <i>childhood</i>).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Student Name:		Grade 3				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Comprehension and Collaboration					
SL.3.1a	Comes to discussions prepared, having read or studied required material.					
SL.3.1a	Explicitly draws on preparation and other information known about the topic to explore ideas under discussion.					
SL.3.1b	Follows agreed-upon rules for discussions.					
SL.3.1c	Stays on topic.					
SL.3.1c SL.3.3	Asks and answers questions to check understanding of information presented.					
SL.3.1c SL.3.3	Asks and answers questions about information from a speaker, offering appropriate elaboration and detail.					
SL.3.1d	Explains own ideas and understanding in light of the discussion.					
SL.3.1c	Links comments to the remarks of others.					
	Conventions and Language Use					
	Conventions and Language Use					
SL.3.6	Speaks in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.					
L.3.1 L.3.3	Demonstrates command of the conventions of standard English grammar and usage, and uses knowledge of language and its conventions when speaking and listening.					
L.3.1b	Forms and uses regular and irregular plural nouns.					
L.3.1c	Uses abstract nouns (e.g., <i>childhood</i>).					
L.3.1d	Forms and uses regular and irregular verbs.					
L.3.1e	Forms and uses the simple (e.g., <i>I walked; I will walk</i>) verb tenses.					
L.3.1f	Ensures subject-verb and pronoun-antecedent agreement.					

CCSS	Criteria				Notes
	4	3	2	1	
	Conventions and Language Use				
L.3.1g	Forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.				
L.3.1h	Uses coordinating and subordinating conjunctions.				
L.3.1i	Produces simple, compound, and complex sentences.				
L.3.3b	Recognizes and observes differences between the conventions of spoken and written standard English.				
	Criteria				Notes
	Conventions and Language Use				
	4	3	2	1	
	4	3	2	1	
L.3.3a L.3.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases for effect.				
L.3.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases.				
L.3.6	Accurately uses grade-appropriate words and phrases that signal spatial and temporal relationships.				

Presentation of Knowledge and Ideas Checklist

This informal assessment centers on CCSS ELA SL.3.4, SL.3.5, and SL.3.6. In this assessment, students orally present on a topic or text, tell a story, or recount an experience. As the student presents, use the checklist to assess that student's ability to present knowledge and ideas effectively. Remove rows from the checklist as necessary, based on standards being assessed.

CCSS Assessed:

SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Name:		Grade 3				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Presentation of Knowledge and Ideas					
SL.3.4	Reports on a topic or text, tells a story, or recounts an experience.					
SL.3.4	Includes appropriate facts and relevant, descriptive details.					
SL.3.4	Speaks clearly at an understandable pace.					
SL.3.5	Creates engaging audio recordings of stories or poems that demonstrate fluid reading.					
SL.3.5	Adds visual displays when appropriate to emphasize or enhance certain facts or details.					
SL.3.6	Speaks in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.					

Speaking and Listening Comprehension Checklist I

This informal assessment centers on CCSS ELA SL.3.2. In this assessment, students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Choose a text or other format related to the topic of study. Have students listen/watch the text/media twice—first to determine the gist and a second time to take notes. Then invite students to respond to the following prompt:

- What is the main idea of the information you saw and/or heard? Be sure to include specific details that support your response.

CCSS Assessed:

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Student Name:		Grade 3				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
SL.3.2	Speaking and Listening Comprehension Determines the main idea of a text read aloud or information presented in diverse media and formats.					
SL.3.2	Identifies details that support the main idea of the text or information presented.					

Speaking and Listening Comprehension Checklist II

This informal assessment centers on CCSS ELA SL.3.3. In this assessment, students ask and answer questions about information from a speaker. Choose a speaker to present on the topic of study. Have students listen and take notes as the speaker presents. As the speaker presents, use the checklist on the next page to assess students' ability to ask and answer questions effectively.

CCSS Assessed:

SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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Student Name:		Grade 3				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Speaking and Listening Comprehension					
SL.3.3	Asks questions about information from a speaker.					
SL.3.3	Answers questions about information from a speaker.					
SL.3.3	Offers appropriate elaboration and detail.					

Grade 3: 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.

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

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		Student Name:		Date:			
CCSS	Criteria	In Context	Out of Context	Rate	Notes		
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			
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	
Part I: Phonics and Word Recognition in Context		Date:	
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	
Part I: Phonics and Word Recognition in Context		Date:	
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)
		Yes	No	
RF.3.3b	Words with common Latin suffixes from the text:			
	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>>

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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.

CCSS	Words from the Text		Decodes word		Notes (observations, miscues)
	Words with common Latin suffixes	Date	Yes	No	
RF.3.3b	Words with common Latin suffixes				
	conductor				
	dental				
	colonial				
	enjoyment				
	survivor				
	replacement				
	betrayal				
	Multisyllable words				
	blurred		Yes	No	
RF.3.3c	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)
	Irregularly spelled words	Date	Yes	No	
RF.3.3d	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>
mov <u>ing</u>	<i>action or process</i>
flower <u>s</u>	<i>plural, more than one</i>
farmer <u></u>	<i>person connected with</i>
push <u>ed</u>	<i>past tense</i>
sill <u>iness</u>	<i>past tense</i>
color <u>ful</u>	<i>full of</i>
soft <u>ly</u>	<i>characteristic of</i>
excite <u>ment</u>	<i>act, process</i>
cop <u>ied</u>	<i>past tense</i>