

## QUICK START GUIDE

The Foundations Progress Monitoring Checklists are designed to help the teacher analyze and track student progress through the lesson assessments and assist teachers in determining if students may need more review in a particular skill before moving forward in the curriculum.

Note: Skills marked with asterisks(\*) may not be assessed in isolation but embedded in one of the assessment tasks. For these skills, the specific words to consider for that skill are listed at the bottom of each checklist.

Learn more at [support.logicofenglish.com](https://support.logicofenglish.com).



# Foundations Progress Monitoring Checklists

## SKILL LEVELS

### + | MASTERED

Student is able to demonstrate or apply skill without guidance or prompting.

### ✓ | DEVELOPING

Student is able to demonstrate or apply skill but sometimes requires guidance or prompting.

### - | EMERGING

Student usually requires guidance or prompting to demonstrate or apply skill.

Note: skills marked as developing or emerging will continue to be practiced extensively in upcoming lessons.

### Assessment B

Skills taught through Lesson 50

**Skill Level**  
+ mastered  
✓ developing  
- emerging

Read in ur, oo, and wor.  
Read wr and oo.  
Copy a sentence with an uppercase letter and punctuation.  
Read compound words.\*  
Read and distinguish the understanding of living and eat.  
Read words with a lazy O\*\*\*  
Read and demonstrate understanding of a word.  
Read 99% of the high-frequency words.  
Spell words by choosing the correct phonogram from a limited set of options.

Foundations C Progress Monitoring Checklist **C** LEVEL

Date: \_\_\_\_\_

Skill Category	Systematic Phonics		Handwriting	Comprehension & Fluency				Spelling	Notes/Comments
	Expected Level	+	✓	+	✓	-	✓	+	
Student Name (s)									

\*Read compound words: **baseball, Grandma, toothbrush, backyard**  
\*\*Read words with suffixes -ing and -est: **mixing, biggest, playing, pitching, sitting, digging, helping, brushing, petting**  
\*\*\*Read words with a lazy O: **from**

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Skill Categories Correlated with Section Headers in Teacher's Manual

Word Lists for that particular skill



# Assessment A

Skills taught through Lesson 85

## Skill Level

- + mastered
- ✓ developing
- emerging



Blend compound words auditorily.  
Read **ea** and **oa**.  
Read **ir, ur, ear,** and **wor**.  
Copy a sentence with an uppercase letter and punctuation.  
Spell words by choosing the correct phonograms from a limited set of options.  
Read and show understanding of compound words.  
Read 90% of the high-frequency words.  
Read sentences and follow simple directions.  
Read words with schwa.\*

Date: \_\_\_\_\_

Skill Category	Phonemic Awareness	Systematic Phonics		Handwriting	Spelling	Vocabulary	Comprehension & Fluency			
	Expected Level	+	✓	+	✓	+	✓	✓	-	
Student Name (s)										Notes/Comments

\*Read words with schwa: **the**

# Assessment B

Skills taught through Lesson 90

## Skill Level

- + mastered
- ✓ developing
- emerging

Read **ir, ur, ear,** and **wor.**

Read **wr** and **oo.**

Copy a sentence with an uppercase letter and punctuation.

Read compound words.\*

Read and demonstrate understanding of two-syllable words with the suffixes -ing and -est.\*\*

Read words with a lazy O:\*\*\*

Read and demonstrate understanding of a sentence the student has decoded.

Read 90% of the high-frequency words.

Spell words by choosing the correct phonograms from a limited set of options.



Date: \_\_\_\_\_

Skill Category	Systematic Phonics		Handwriting	Comprehension & Fluency					Spelling	Notes/Comments
	+	✓	+	✓	-	✓	✓	+	✓	
Expected Level										
Student Name (s)										

\*Read compound words: **baseball, Grandma, toothbrush, backyard**  
 \*\*Read words with suffixes -ing and -est: **mixing, biggest, playing, pitching, sitting, digging, helping, brushing, petting**  
 \*\*\*Read words with a lazy O: **from**

# Assessment C

Skills taught through Lesson 95

## Skill Level

- + mastered
- ✓ developing
- emerging



Read **wr** and **oo**.  
 Read **kn**, **gn**, and **es**.  
 Copy a sentence with an uppercase letter and punctuation.  
 Spell words by choosing the correct phonograms from a limited set of options.  
 Read and show understanding of compound words.\*  
 Read and show understanding of words with the suffixes -ing, -est, and -er.\*\*  
 Read words that follow the rule: l and o may say /l/ and /o/ before two consonants.\*\*\*  
 Read 90% of high-frequency words.

Date: \_\_\_\_\_

Skill Category	Systematic Phonics		Handwriting	Spelling	Comprehension & Fluency				Notes/Comments
	+	✓	+	✓	✓	✓	✓	+	
Expected Level									
Student Name (s)									

\*Read compound words: *streetlight, snowman, birthday*  
 \*\*Read words with suffixes -ing, -est, and -er: *teacher, brightest, melting, frosting, flying, playing, farmer*  
 \*\*\*Read words that follow Spelling Rule 8: *cold, most, sign, wild*

# Assessment D

Skills taught through Lesson 100

## Skill Level

- + mastered
- ✓ developing
- emerging

Read **kn** and **gn**.  
 Read **bu, gu, dge,** and **ph**.  
 Spell words by choosing the correct phonograms from a limited set of options.  
 Copy a sentence with an uppercase letter and punctuation.  
 Read words that follow the rule: /i/ may say /i/ and /o/ before two consonants.\*  
 Read and show understanding of two-syllable words with long and short vowel sounds.\*\*  
 Read two-syllable words with a schwa or lazy O sound.\*\*\*  
 Read 90% of high-frequency words.

Date: \_\_\_\_\_

Skill Category	Systematic Phonics		Spelling	Handwriting	Comprehension & Fluency				Notes/Comments
	+	✓	✓	+	✓	✓	✓	+	
Expected Level	+	✓	✓	+	✓	✓	✓	+	
Student Name (s)									

\*Read words that follow Spelling Rule 8: **cold**  
 \*\*Read and show understanding of two-syllable words with long and short vowel sounds:  
**cannot, knitting, singing, sleeping, sledding, looking, around, flashlight, begin, beside, other, yellow, zero, after, between**  
 \*\*\*Read two-syllable words with a schwa or lazy O: **a, the, around, begin, beside, other, between**

# Assessment E

Skills taught through Lesson 105

## Skill Level

- + mastered
- ✓ developing
- emerging

Read **bu, gu, dge,** and **ph.**  
 Read **ei, ey, eigh,** and **cei.**  
 Spell words by choosing the correct phonograms from a limited set of options.  
 Copy a sentence with an uppercase letter and punctuation.  
 Read words with a soft C or G.\*  
 Read words with more than one reason for a silent final E.\*\*  
 Read and show understanding of two-syllable words with long and short vowel sounds.\*\*\*  
 Read and show understanding of two-syllable words with a schwa sound.\*\*\*\*  
 Read 90% of high-frequency words.



Date:

Skill Category	Systematic Phonics		Spelling	Handwriting	Comprehension & Fluency					Notes/Comments
	+	✓	✓	+	✓	✓	✓	✓	+	
Expected Level	+	✓	✓	+	✓	✓	✓	✓	+	
Student Name (s)										

\*Read words with a soft C or G: *race, circus, page, large, face, place*  
 \*\*Read words with more than one reason for a silent final E: *race, page, face, place*  
 \*\*\*Read and show understanding of two-syllable words with long and short vowel sounds:  
*ticket, circus, putting, away, dishes, garden, below, paper*  
 \*\*\*\*Read and show understanding of two-syllable words with a schwa sound: *ticket, circus, away, garden, below*

# Assessment F

Skills taught through Lesson 110

## Skill Level

- + mastered
- ✓ developing
- emerging

Read **ei, ey, eigh**, and **cei**.  
Read **ew, ui**, and **oe**.  
Copy a sentence with an uppercase letter and punctuation.  
Spell words by choosing the correct phonograms from a limited set of options.  
Read words with a soft C or G.\*  
Read words with a silent final E.\*\*  
Read two-syllable words with long and short vowel sounds.\*\*  
Read two-syllable words with a schwa or lazy O sound.\*\*\*  
Read 90% of high-frequency words.

Date: \_\_\_\_\_

Skill Category	Systematic Phonics		Handwriting	Spelling	Comprehension & Fluency					Notes/Comments
	+	✓	-	+	✓	✓	✓	✓	+	
Expected Level										
Student Name (s)										

\*Read words with a soft C or G: *mice*  
\*\*Read words with a silent final E: *home, beehive, are, apple, horse, come, mice, table, purple, house*  
\*\*\*Read two-syllable words with long and short vowel sounds:  
*going, basket, mushrooms, honey, beehive, afraid, bubbles, apple, table, river, often, enough*  
\*\*\*\*Read two-syllable words with a schwa sound or lazy O: *honey, afraid, often, enough*

# Assessment G

Skills taught through Lesson 115

## Skill Level

- + mastered
- ✓ developing
- emerging



Read **ew**, **ui**, and **oe**.

Read **ed**, **aw**, **au**, and **augh**.

Spell words by choosing the correct phonograms from a limited set of options.

Copy a sentence with an uppercase letter and punctuation.

Read and show understanding of two-syllable words ending in a single vowel Y.\*

Read words with a silent final E.\*\*

Read 90% of high-frequency words.

Date: \_\_\_\_\_

Skill Category	Systematic Phonics		Spelling	Handwriting	Comprehension & Fluency			Notes/Comments
	+	✓	✓	+	✓	✓	+	
Expected Level								
Student Name (s)								

\*Read and show understanding of two-syllable words ending in a single vowel Y: **party, puppy, early**  
\*\*Read words with a silent final E: **trike, bike, late, uncle**



# Assessment H

Skills taught through Lesson 120

## Skill Level

- + mastered
- ✓ developing
- emerging

Read **ed**, **aw**, **au**, and **augh**.

Read **ie**, **ti**, **ci**, and **si**.

Spell words by choosing the correct phonograms from a limited set of options.

Copy a sentence with an uppercase letter and punctuation.

Read and demonstrate understanding of directions from multiple sentences.

Read two-syllable words ending in a single vowel Y.\*

Read words with a silent L.\*\*

Read 90% of high-frequency words.

Date: \_\_\_\_\_

Skill Category	Systematic Phonics		Spelling	Handwriting	Comprehension & Fluency				Notes/Comments
	+	+	✓	+	✓	✓	-	✓	
Expected Level									
Student Name (s)									

\*Read and show understanding of two-syllable words ending in a single vowel Y: **baby, happy**

\*\*Read words with a silent L: **walk, talk, could, would, should**