



CHANDLER  
UNIFIED  
SCHOOL  
DISTRICT



# CORE Literacy Library

Progress Monitoring  
for Mastery

*PROBES*  
*A-L*

Screeners & Diagnostic Team administers diagnostic to students at-risk (BOY, MOY, EOY) and data is shared with teacher. Teacher identifies lowest deficit skill (stop skill) and forms small groups accordingly. After 2-3 weeks of instruction, teacher uses Progress Monitoring for Mastery Probes to check for mastery. Once mastery is met, student moves to next skill.

**Part A Letter names- uppercase**

Directions: Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the students gives above each letter. If no letter name is given, circle the letter.

N    Z    Y    C    K    G    S    E  
T    X    D    H    A    B    V    F  
J    P    I    R    W    O    Q    L  
M    U

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**Part B Letter names- lowercase**

Directions: Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the students gives above each letter. If no letter name is given, circle the letter.

n    z    y    c    k    g    s    e  
t    x    d    h    a    b    v    f  
j    p    i    r    w    o    q    l  
m    u

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**Student Form Part A**

N	Z	Y	C	K	G	S	E
T	X	D	H	A	B	V	F
J	P	I	R	W	O	Q	L
M	U						

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**Student Form Part B**

n	z	y	c	k	g	s	e
t	x	d	h	a	b	v	f
j	p	i	r	w	o	q	l
m	u						

### Part C Consonant Sounds (Teacher)

Directions: Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask if the student knows of another sound for the letters *g* and *c*. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: *Look at all of the letters and tell me which sounds you do know.*

N	Z	Y	C	K	G	S
T	X	D	H	B	V	F
J	P	R	W	Q	L	M

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### Part C Consonant Sounds (Student)

n	z	y	c	k	g	s
t	x	d	h	b	v	f
j	p	r	w	q	l	m

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### Part D Vowel Sounds (Teacher)

Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count it as the long vowel sound. Then ask: *Can you tell me another sound for the letter?* The student should name the short vowel sound.

i \_\_\_ a \_\_\_ e \_\_\_ o \_\_\_ u \_\_\_

L= Long Sound      S= Short Sound

Record “L” on the first line for the long sound and “S” for the short sound on the second line. If the student makes an error, record the error over the letter.

\_\_\_/5 Long Vowel Sounds

\_\_\_/5 Short Vowel Sounds

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### Part D Vowel Sounds (Student)

i                      a                      e                      o                      u

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part E Short vowels in CVC words

Date _____							PM1
____/5	hip	mad	pet	hun	log	(real)	
____/5	cut	bit	hat	pot	jet	(real)	
____/5	dob	gup	hin	rez	yab	(pseudo)	
____/15							

Date _____							PM2
____/5	sit	map	led	sun	bog	(real)	
____/5	rub	sit	rat	lot	wet	(real)	
____/5	rop	lut	hib	fep	vap	(pseudo)	
____/15							

Date _____							PM3
____/5	lip	pat	set	fun	jog	(real)	
____/5	nut	hit	bag	rot	led	(real)	
____/5	fov	jun	hig	bem	yaz	(pseudo)	
____/15							

Date _____							PM4
____/5	nip	sat	met	run	fog	(real)	
____/5	hut	kit	bad	cot	hen	(real)	
____/5	gop	huz	kiz	fet	dap	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part E Short vowels in CVC words

Date _____							PM5
____/5	rip	fat	vet	bud	log	(real)	
____/5	rug	lit	rap	dot	peg	(real)	
____/5	rom	yut	dit	lem	jat	(pseudo)	
____/15							

Date _____							PM6
____/5	dip	mat	yet	bug	top	(real)	
____/5	rub	pit	sap	hot	web	(real)	
____/5	sop	wup	jit	ret	han	(pseudo)	
____/15							

Date _____							PM7
____/5	tip	vat	bet	mug	hop	(real)	
____/5	tub	sit	cap	not	hen	(real)	
____/5	von	dut	zin	sem	bap	(pseudo)	
____/15							

Date _____							PM8
____/5	sip	bag	net	sub	mop	(real)	
____/5	dug	pig	gap	got	men	(real)	
____/5	zop	fum	yim	tep	fab	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part F Consonant Blends with Short Vowels

Date _____							PM1
____/5	step	trip	quiz	spam	plot	(real)	
____/5	elk	past	bank	dump	weld	(real)	
____/5	pask	fult	quom	vung	drig	(pseudo)	
____/15							

Date _____							PM2
____/5	stem	trot	quack	span	plum	(real)	
____/5	bulk	cast	rank	temp	meld	(real)	
____/5	resk	milt	quim	fong	drep	(pseudo)	
____/15							

Date _____							PM3
____/5	stag	tram	quip	spit	pled	(real)	
____/5	milk	just	yank	jump	held	(real)	
____/5	dask	lelt	quez	yong	drit	(pseudo)	
____/15							

Date _____							PM4
____/5	sting	trim	quill	spank	plug	(real)	
____/5	sulk	must	funk	limp	weld	(real)	
____/5	fusk	nilt	quoz	vong	dreg	(pseudo)	
____/15							



Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part F Consonant Blends with Short Vowels

Date _____							PM5
____/5	still	trunk	quick	spot	plop	(real)	
____/5	elk	best	sunk	bump	meld	(real)	
____/5	hask	pilt	quet	vang	drin	(pseudo)	
____/15							

Date _____							PM6
____/5	stung	trip	quill	spun	plus	(real)	
____/5	bulk	list	bunk	camp	held	(real)	
____/5	jisk	relt	quep	mang	drad	(pseudo)	
____/15							

Date _____							PM7
____/5	stuff	trot	quiz	sped	plum	(real)	
____/5	milk	dust	honk	ramp	weld	(real)	
____/5	vask	zult	quad	lang	drob	(pseudo)	
____/15							

Date _____							PM8
____/5	Stan	tram	quack	spin	plot	(real)	
____/5	sulk	vast	bonk	damp	meld	(real)	
____/5	lesk	vilt	quid	jang	drim	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part G Short Vowels, Digraphs, and -tch Trigraph

Date _____							PM1
____/5	whim	chap	them	shot	pick	(real)	
____/5	badge	cash	sing	thug	catch	(real)	
____/5	chup	sheb	dith	phom	fitch	(pseudo)	
____/15							

Date _____							PM2
____/5	whiff	chat	that	ship	back	(real)	
____/5	lodge	fish	wing	thud	patch	(real)	
____/5	chiz	shab	gath	phim	fotch	(pseudo)	
____/15							

Date _____							PM3
____/5	whip	chin	thug	shed	rock	(real)	
____/5	ridge	rush	bing	thus	witch	(real)	
____/5	chep	shig	doth	pham	motch	(pseudo)	
____/15							

Date _____							PM4
____/5	wham	chip	thud	shin	pack	(real)	
____/5	budge	dash	ding	than	notch	(real)	
____/5	chag	shog	neth	phop	metch	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part G Short Vowels, Digraphs, and -tch Trigraph

Date _____							PM5
____/5	whit	chum	thus	shell	lock	(real)	
____/5	ledge	hush	king	thin	latch	(real)	
____/5	chom	shem	noth	phut	litch	(pseudo)	
____/15							

Date _____							PM6
____/5	whap	chug	than	shot	duck	(real)	
____/5	hedge	mash	ping	then	hutch	(real)	
____/5	ched	shum	nath	phet	natch	(pseudo)	
____/15							

Date _____							PM7
____/5	whiff	Chad	them	ship	dock	(real)	
____/5	fudge	wish	bang	thud	pitch	(real)	
____/5	chut	shep	duth	phud	rutch	(pseudo)	
____/15							

Date _____							PM8
____/5	whim	chap	that	shed	sock	(real)	
____/5	judge	dish	sang	thug	batch	(real)	
____/5	cheb	shim	wath	phod	ratch	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part H R-Controlled Vowels

Date _____							PM1
____/5	hard	firm	sort	verb	lurk	(real)	
____/5	lord	pert	farm	burn	Kirk	(real)	
____/5	sert	birt	porf	durd	farn	(pseudo)	
____/15							

Date _____							PM2
____/5	mark	girl	born	perm	hurt	(real)	
____/5	Ford	fern	harm	curd	dirt	(real)	
____/5	berm	firp	nort	vurn	harb	(pseudo)	
____/15							

Date _____							PM3
____/5	card	Kirk	port	term	curb	(real)	
____/5	fort	verb	mart	murk	bird	(real)	
____/5	dern	girt	morf	furd	larn	(pseudo)	
____/15							

Date _____							PM4
____/5	dark	dirt	corn	herd	curt	(real)	
____/5	horn	perm	harp	surf	firm	(real)	
____/5	herm	jirp	lorn	surt	pard	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part H R-Controlled Vowels

Date _____							PM5
____/5	yard	bird	torn	berg	turf	(real)	
____/5	cork	term	lark	hurt	girl	(real)	
____/5	lerp	mirt	jorf	gurd	zarn	(pseudo)	
____/15							

Date _____							PM6
____/5	cart	firm	cord	perk	burn	(real)	
____/5	dorm	herd	darn	curb	Kirk	(real)	
____/5	merm	nirp	corm	lurt	jarm	(pseudo)	
____/15							

Date _____							PM7
____/5	barn	girl	pork	fern	curl	(real)	
____/5	norm	berg	yarn	curt	dirt	(real)	
____/5	yert	sirt	dorf	jurd	marn	(pseudo)	
____/15							

Date _____							PM8
____/5	part	Kirk	fork	pert	hurl	(real)	
____/5	sort	perk	park	turf	bird	(real)	
____/5	zerm	lird	borp	purt	garp	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part I Long Vowel Spellings

Date _____							PM1
____/5	make	bone	foe	pain	feed	(real)	
____/5	heap	coal	lie	hay	low	(real)	
____/5	noe	kine	deat	raim	voad	(pseudo)	
____/15							

Date _____							PM2
____/5	base	doze	doe	main	need	(real)	
____/5	leaf	roam	pie	day	row	(real)	
____/5	boe	zipe	tead	maif	toap	(pseudo)	
____/15							

Date _____							PM3
____/5	case	rope	Joe	rain	weed	(real)	
____/5	beam	loaf	vie	pay	tow	(real)	
____/5	voe	fipe	leat	haim	zoak	(pseudo)	
____/15							

Date _____							PM4
____/5	date	woke	woe	fail	weep	(real)	
____/5	real	load	tie	way	mow	(real)	
____/5	soe	tine	reat	laip	roat	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part I Long Vowel Spellings

Date _____							PM5
____/5	lake	*	foe	pail	heel	(real)	
____/5	team	goat	die	jay	slow	(real)	
____/5	roe	bine	kead	laib	foat	(pseudo)	
____/15							

Date _____							PM6
____/5	sale	key	doe	mail	peel	(real)	
____/5	lean	goal	pie	bay	stow	(real)	
____/5	goe	lipe	hean	jaim	boap	(pseudo)	
____/15							

Date _____							PM7
____/5	wave	*	Joe	wait	seed	(real)	
____/5	beat	foam	lie	say	grow	(real)	
____/5	noe	lide	deak	haid	poat	(pseudo)	
____/15							

Date _____							PM8
____/5	cave	key	woe	tail	keep	(real)	
____/5	meat	coat	vie	may	show	(real)	
____/5	boe	zine	meag	naip	loat	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part J Variant Vowels

Date _____							PM1
____/5	dew	gown	soon	lawn	join	(real)	
____/5	sue	noun	book	haul	boy	(real)	
____/5	joot	tew	hout	yoy	jawk	(pseudo)	
____/15							

Date _____							PM2
____/5	chew	town	noon	drawn	toil	(real)	
____/5	blue	pout	look	fault	soy	(real)	
____/5	doot	hew	tout	noy	mawk	(pseudo)	
____/15							

Date _____							PM3
____/5	new	how	zoom	fawn	coil	(real)	
____/5	due	out	took	fraud	joy	(real)	
____/5	noot	bew	houp	moy	pawk	(pseudo)	
____/15							

Date _____							PM4
____/5	flew	now	toon	yawn	boil	(real)	
____/5	hue	foul	good	jaunt	coy	(real)	
____/5	moom	kew	jout	poy	lawb	(pseudo)	
____/15							



Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part J Variant Vowels

Date _____							PM5
____/5	stew	cow	tool	pawn	foil	(real)	
____/5	glue	sour	foot	aunt	toy	(real)	
____/5	moot	lew	nout	loy	vawk	(pseudo)	
____/15							

Date _____							PM6
____/5	blew	vow	cool	law	void	(real)	
____/5	clue	loud	hook	haunt	boy	(real)	
____/5	toop	mew	sout	hoy	pawb	(pseudo)	
____/15							

Date _____							PM7
____/5	drew	pow	boom	paw	soil	(real)	
____/5	rue	noun	hood	haul	soy	(real)	
____/5	foog	rew	mout	foy	rawp	(pseudo)	
____/15							

Date _____							PM8
____/5	grew	down	room	drawn	oil	(real)	
____/5	sue	pout	rook	fault	toy	(real)	
____/5	zoop	bew	lout	doy	nawk	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part K Low-frequency Vowel and Consonant Spellings

Date _____							PM1
____/5	knob	cell	byte	ghast	wrong	(real)	
____/5	gist	breath	gnaw	comb	high	(real)	
____/5	wice	knop	lomb	figh	wrup	(pseudo)	
____/15							

Date _____							PM2
____/5	knack	cease	tyke	ghoul	write	(real)	
____/5	gene	bread	gnash	lamb	thigh	(real)	
____/5	nace	knog	lumb	migh	wrab	(pseudo)	
____/15							

Date _____							PM3
____/5	knee	cite	Clyde	ghost	wrung	(real)	
____/5	gent	head	gnarl	climb	sight	(real)	
____/5	tice	knol	lemb	digh	wrop	(pseudo)	
____/15							

Date _____							PM4
____/5	knife	city	hype	ghast	wreck	(real)	
____/5	gem	thread	gnome	thumb	night	(real)	
____/5	tace	knom	romb	ligh	wreb	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part K Low-frequency Vowel and Consonant Spellings

Date _____							PM5
____/5	knock	cinch	Lyle	ghoul	wrote	(real)	
____/5	germ	dead	gnat	plumb	light	(real)	
____/5	pice	knoss	remb	vigh	wret	(pseudo)	
____/15							

Date _____							PM6
____/5	knit	cent	style	ghost	wrap	(real)	
____/5	gym	tread	gnaw	numb	right	(real)	
____/5	tace	knib	jomb	pigh	wrog	(pseudo)	
____/15							

Date _____							PM7
____/5	kneel	cell	byte	ghast	wrath	(real)	
____/5	gist	meant	gnash	limb	fight	(real)	
____/5	hice	knep	jumb	nigh	writ	(pseudo)	
____/15							

Date _____							PM8
____/5	knob	cease	tyke	ghoul	wren	(real)	
____/5	gene	threat	gnarl	crumb	high	(real)	
____/5	hace	knim	homb	kigh	wreg	(pseudo)	
____/15							

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part L Multisyllabic Words

Date _____	PM1			
____/3	avid	bandit	azbim	Closed-closed
____/3	misfires	encase	capsate	Closed-silent e
____/3	remind	depresses	bleneted*	Open/closed/closed
____/3	basic	hotel	triden*	Open or closed
____/3	complete	unsafely	laxtile	Silent e
____/3	bottle	handle	chomdle	Consonant -le
____/3	horder	ordered	tarmer	R-controlled
____/3	bailout	foaming	baunfoon	Vowel team
____/24				
* The first syllable for these words can be open or closed				

Date _____	PM2			
____/3	cosmic	debit	bishbat	Closed-closed
____/3	dislikes	midsize	conbrile	Closed-silent e
____/3	preplan	predicted	crozump*	Open/closed/closed
____/3	defend	equip	reflimp*	Open or closed
____/3	admire	cascades	inbefe	Silent e
____/3	bundle	saddle	plondle	Consonant -le
____/3	Bernard	partnered	larfer	R-controlled
____/3	airplay	soaking	haunroon	Vowel team
____/24				
* The first syllable for these words can be open or closed				
Page 1				

Name \_\_\_\_\_ Teacher \_\_\_\_\_

# CORE Phonics Survey Progress Monitoring

## Part L Multisyllabic Words

Date _____	PM3			
____/3	epic	banish	comvig	Closed-closed
____/3	misfiles	unwise	endame	Closed-silent e
____/3	crisis	reminded	ploshent*	Open/closed/closed
____/3	basis	item	ploton*	Open or closed
____/3	escape	decades	dispote	Silent e
____/3	temple	stable	shrinkle	Consonant -le
____/3	murmur	barker	farber	R-controlled
____/3	rainbow	boating	launsoon	Vowel team
____/24				
* The first syllable for these words can be open or closed				

Date _____	PM4			
____/3	famish	hectic	fampel	Closed-closed
____/3	ignores	confide	inbefe	Closed-silent e
____/3	begin	refunded	triden*	Open/closed/closed
____/3	belong	humid	glosop*	Open or closed
____/3	ignore	invites	capsate	Silent e
____/3	struggle	simple	criggle	Consonant -le
____/3	barber	performer	harler	R-controlled
____/3	aircrew	loaning	faunboon	Vowel team
____/24				
* The first syllable for these words can be open or closed				
Page 2				