

Go Phonics®

Systematic, Multisensory Phonics Reading Program with K-2 Language Arts

- ◆ Alphabet
- ◆ Phonemic Awareness
- ◆ Systematic Phonics
- ◆ Reading (decoding)
- ◆ Spelling (encoding)
- ◆ Handwriting
- ◆ Vocabulary Enrichment
- ◆ Comprehension
- ◆ Fluency
- ◆ Language Arts ...

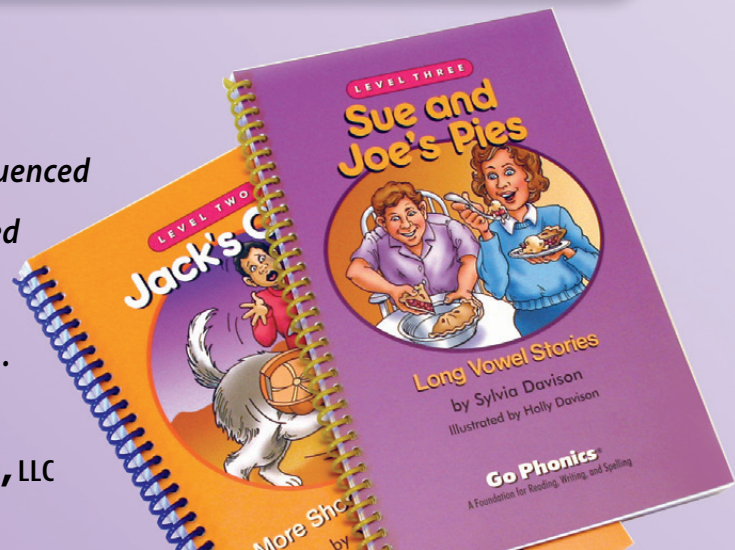
For all beginning readers
and effective for
dyslexia/LLD



Integrated Tools:

7 Volumes of Phonetically Sequenced
93 Decodable Stories supported
by 79 Lessons, 5 Workbooks,
50 Phonics Games, and more...

Foundations for Learning, LLC



Go Phonics Reading Program

Systematic, Multisensory Phonics with K-2 Language Arts

Give your struggling and beginning readers the phonics based literacy foundation they need to succeed as readers and spellers.

Go Phonics empowers educators to directly teach their students by providing guided lessons, strategies, and integrated tools.

From start: Alphabet (letter name, formation, sound)...

to finish: More Vowel Pairs, students are phonetically spelling and reading words, then stories.

Veteran teacher developed: The **Go Phonics** framework, sequence, and guided lessons avoid the confusions and use strategies effective for dyslexia/LLD. The approach is **Orton-Gillingham** based. Explicit, systematic, sequential, multisensory phonics lessons steer your course.

Making the connection: phonics to reading, spelling, rules, handwriting, vocabulary enrichment, language arts, comprehension, reading decodable stories that launch creative telling and writing.

FEATURING:

50 Phonics Games for reading fluency

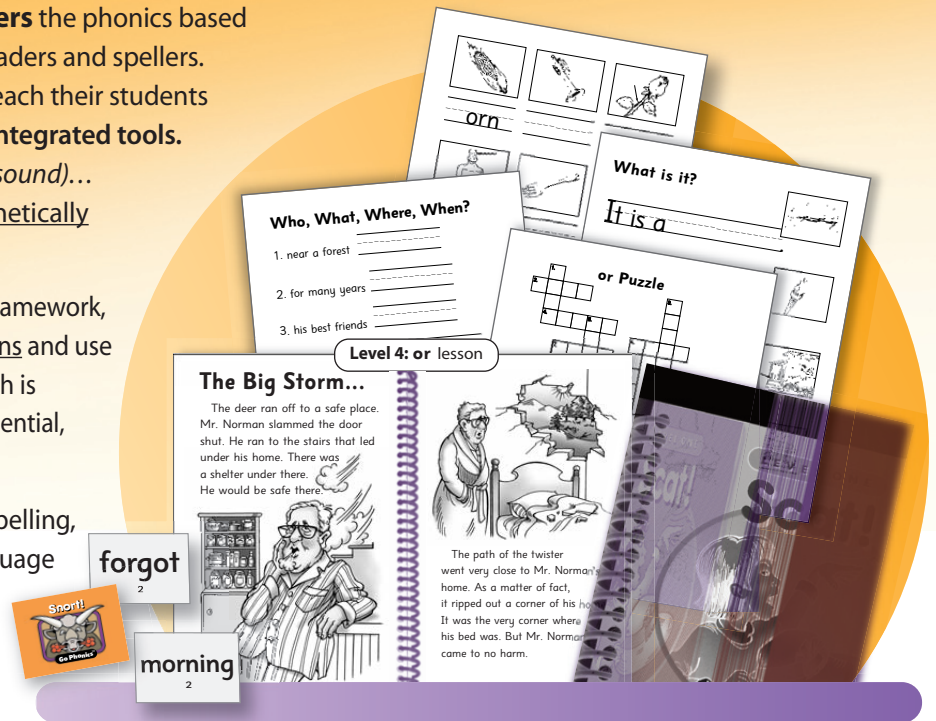
Fun, hands-on practice sounding out words with the new code, to build fluency and accuracy when reading decodable text.

Workbooks with phonics and language arts

They cover phonemic awareness/phonics, handwriting, and skills needed for the decodable story: grammar, punctuation, comprehension, and language arts.

7 Decodable Storybook Volumes

As phonics skills are taught, they are applied in decodable reading, always making the connection. **Go Phonics** stories are 93% decodable. They follow an **Orton-Gillingham** based phonics sequence that builds on the skills for ongoing reinforcement.



"The one word that kept coming up again and again is confidence.

As 1st grade teachers, we've seen great things with our kids. The very top reason on the list of why we like Go Phonics is because there's very limited frustration from the kids and they're able to build upon what they know!"

Monica H., 1st grade teacher - WI



A child must also be ready to learn to read:

The principal regions of the brain that underlie our ability to integrate visual, verbal, and auditory information rapidly are not fully myelinated in most humans until five years of age and after.

Myelin is a fatty sheathing (wrapping) around the cell's axons. The more myelin sheathing the axon, the faster the neuron can conduct the charge (send the message). The myelination of these regions must be enough, otherwise the neurons won't make the connection or they work at a slower speed and thus, the processing by the brain is delayed.

1. Reference: Proust and the Squid, The Story and Science of the Reading Brain by Maryanne Wolf, 2007, p.11-12...
2. The International Dyslexia Association

IDEAL USES:

For reading specialists, tutors, parent educators, resource and classroom teachers, aides, special education ...

- ▶ **One-on-one/Small Group** K-1 or 2 and older who need this foundation Use as a curriculum or supplement. Class: divide into 3 groups, by ability
- ▶ **Tutoring, Remedial Reading/Rti, Special Ed, Title 1**—differentiated instruction, transition programs
- ▶ **Home School** reading program
- ▶ **Parent Involvement** to supplement
- ▶ **Older Beginning/Struggling Readers** (designed for all ages)
- ▶ **After School Programs**

Align with the science of reading to prevent reading and spelling problems:

Literacy (letters for sounds), like numeracy is a cultural invention. It's why reading doesn't come naturally. We have an alphabetic code-based system of 26 letters that are used to represent the 43 individual sounds (phonemes) in words. When the letter-sounds (phonetic codes) are blended together we can read (sound out) the words.

We inherit the genetic programming for vision and speech to learn a language. The genes tell the brain how to do the wiring so the light comes on ("Ahah!"). But there is no gene specific to literacy. To be able to read, write, spell, comprehend the written words requires integrating the visual, verbal, auditory, kinesthetic - tactile/motor, and cognitive systems. WE have to do the programming (instruction and learning).

Every time reading is acquired by an individual brain, the layers involved must learn anew how to form the necessary pathways. Teaching our code-based literacy system is a systematic process. The brain has to create new circuits and connections, aided by its ability to recognize patterns of information. With practice, accessing the information becomes more automatic. Some have an easier time doing this than others.¹

Getting on track with the right approach:

ALL beginning readers need to be taught the sounds of the language and the letters which represent them. They need to learn how to put them together and take them apart — slowly and thoroughly. They need to use their hands, eyes, ears, and voices simultaneously, with lots of practice and repetition, to consciously organize and retain their learning.² Using an *Orton-Gillingham approach* to teach the phonics based structure of literacy (explicit, systematic, multisensory) can be vital to their success.

"I wanted to use an Orton-Gillingham approach, so I invested in the Go Phonics Program because all the work has been done for me. It's all planned out in the Teacher's Guide, with materials I can use to reach these kids. When they come to me for reading, they're excited about it because they know they can do it."

D. Evans, RTI Teacher - WA

Without phonics, there are obstacles from 3rd grade on:

Students who haven't learned and practiced the sound/letter relationships struggle with the sounds in multi-syllable and unfamiliar words, and guess. Rather than looking at the letters and phonetically decoding the word, they look at the whole word—thus confusing words like *house* and *horse*. **Example:** A student with poor phonics skills glanced at the word *hummingbird* and read aloud: "Once a *hamburger* perched on her red jacket ..." Because of this, accuracy and comprehension suffer.

Students can have problems with spelling (encoding), not having learned the many choices for spelling a sound. **Example:** long **a** can be spelled **a**-consonant-**e** (*rake*), **ai** (*rain*), **ai** (*hay*), **ei** (*vein*), **eigh** (*eight*), **ey** (*obey*). If they don't know the choices for spelling a word, they can't use the dictionary to independently look up and learn the correct spelling. Writing suffers. In addition, they don't know how certain words can be pronounced when reading them aloud.

With phonics, they can keep going!

Go Phonics® Introduction



Sylvia S. Davison, author of the
Go Phonics Reading Program:

"As a classroom teacher, using an Orton-Gillingham method, I didn't have access to all the strategies, techniques, and tools available in Go Phonics. Now they're in one program, along with gems I discovered during 20 years of tutoring."

The Slingerland Institute was founded in 1977 in Bellevue, WA. It trains teachers across the U.S and Canada.

* SLD: Specific Language Disability (and "Some Learn Differently")



Holly L. Davison, daughter,
Go Phonics designer/illustrator

Creating the bridge from phonics to reading success:

Go Phonics was created to empower teachers, tutors, parent/educators... to effectively teach ALL beginning readers, especially those who struggle, or have dyslexia.

Go Phonics author, Sylvia S. Davison, began her teaching career with many of the concerns educators have today. Her first years of teaching 2nd grade in Bellevue, WA revealed how some students just weren't "getting it" using the core whole language curriculum. To do something about it, she took the **Slingerland**® training (1968).

(1931-1943) Punahou School, HI - Beth Slingerland had taken on the task of teaching the dyslexic/struggling readers. From the manual by Anna Gillingham and Bessie Stillman she had finally found an approach that worked. She took 60 hours of training from them at Glacier National Park. The pair then spent two years at the Punahou School (1936-1938). Slingerland worked with them full time. From Gillingham she learned the neurological principles (from Dr. Orton), basic instructional components, and ways of identifying a reading disability. From Stillman (master teacher), she gained the practical experience.

(1947-1965...) Slingerland was hired by the Renton School District, WA. There she was able to pursue her mission: to reach more students using early prevention. She wrote assessments and an adaptation of the Orton-Gillingham Approach for classroom use, then began training. Renton's SLD* Program included 13 elementary schools with a 1st and 2nd grade class taught by a Slingerland trained teacher. With her training, Sylvia Davison secured the 2nd grade position at Hazelwood. For 18 years she taught **systematic, multisensory phonics** (with language arts) to her class of at-risk students (average and gifted as well).

Davison refined her lesson plans and strategies. She gathered available materials (few and unrelated), and created what she couldn't find. Over the years, she developed word lists, songs, games, activities, and worksheets. The phonetic codes and rules have to be PRACTICED as they are taught, then APPLIED in decodable reading. But, the core/leveled readers had too many sight words. Sylvia's kids couldn't memorize all those words. The phonetic readers were either too simple, introduced too many codes at once, or were poorly sequenced.

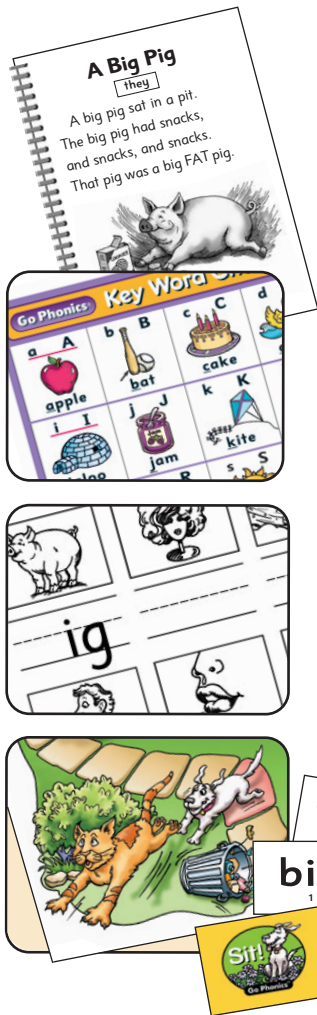
Decodable stories in an O-G phonics sequence, that build on the skills

After 25 years teaching 2nd grade, Davison retired and began tutoring. She still wanted a cohesive set of materials, with readers. She partnered with her daughter, Holly Davison (graphic designer, illustrator, publisher). **Go Phonics** was born (1st Edition - 2001).

The Go Phonics Reading Program framework has an Orton-Gillingham compatible phonics sequence. Davison fine-tuned it to minimize the confusions beginners have. Level 1 - Alphabet promotes handwriting and reading short **a** stories early on. The short vowels are the hardest to learn, so Level 2 - Short Vowels has lessons in digraphs and trigraphs, inserted, to extend the practice as each short vowel is added. This strategy gave Davison more words to write 93 stories — challenging, meaningful, 93% decodable, cumulative.

Integrated tools make the connections: Guided lessons keep you on track with the phonics sequence, rules, strategies, techniques, and the K-2 language arts. Engaging practice includes 50 phonics fluency games, songs, workbooks (phonics/language arts). They provide the preparation and practice for success reading each story. As **Go Phonics** instruction is completed, students can transition to core/guided reading with confidence.

Go Phonics® At a Glance



Go Phonics Integrated Tools

- ◆ **Assessments** for phonemic awareness, phonics, nonsense syllables, spelling, reading, comprehension, to know where to start, find gaps and measure progress
- ◆ **User-friendly Teacher's Guide** is teacher-developed for direct instruction by parents, teachers, tutors, aides... There are 79 guided lesson plans that steer your course, taking it one step at a time, using strategies and valuable teaching tips from the author, gained over years.
- ◆ **Word Lists book** serves as the instructor's desk companion for daily use to make comparisons to students, make spelling lists, create activities/games...
- ◆ **4 Chart Set: 3 Key Word Charts** have 96 key words for teaching sounds/spellings (in the order they appear in the stories). They come with a **Prefix & Suffix Chart**.
- ◆ **108 Letter Cards** for daily visual review of sounds taught—vowels, consonants, digraphs, trigraphs, and phonograms
- ◆ **5 Workbooks** (Levels 1-5) include phonics, grammar, punctuation, language arts, and comprehension skills as they apply to each story.
- ◆ **Songs for Learning to Read** has phonemic awareness, rhyme, phonetic rules, and helps students grasp/retain language concepts (nouns, verbs, adjectives...)
- ◆ **50 Phonics Games** (over 1400 cards, 4 spinners, 11 boards) provide the practice and repetition students need to fluently decode words with the new sound (including blends)—many to appear in the new story and in future stories.
- ◆ **7 Storybook Volumes** Levels 1-5 support the phonics sequence and lessons. Lesson skills are always applied in reading a story that's 93% decodable. There are 93 stories (600+ pages) that build on skills for ongoing reinforcement. Reading begins in Level 1 - Alphabet after the 15th letter, with **Scat! Short a Stories**.

KEY FEATURES

- ◆ **A comprehensive primary phonics reading program**
- ◆ **Connects all the language skills:** Alphabet, phonemic awareness/phonics, reading, spelling, rules, handwriting, fluency, comprehension, K-2 language arts...
- ◆ **Explicit, systematic, multisensory phonics approach:** Orton-Gillingham based/compatible for direct instruction— one on one and groups leveled by ability
- ◆ **Research based:** Fulfills National Reading Panel findings and is an evidence based intervention program
- ◆ **Effective for dyslexia/LLD:** Remedial K–4th and older (doesn't talk down to those missing this foundation)
- ◆ **Guided lessons and strategies** help solve problems with reversals, directionality, handwriting, spelling, retention...
- ◆ **E-Learning** by program author, a 40+ yr. veteran teacher
- ◆ **Streamlined learning for mainstream students:** It's a seamless flow of strategized instruction for decoding rather than memorizing words (especially multi-syllable), and for learning the multiple ways sounds can be spelled.
- ◆ **Engaging integrated tools feature:** 50 phonics fluency games, 93 decodable stories that build on skills, 5 Workbooks (phonics/language arts)
- ◆ **A phonics sequence that minimizes confusion** and shows the patterns, for a well organized system of codes that can be accessed more automatically
- ◆ **A balanced text-to-life perspective:** It's secular yet Christian friendly (no fantasy or mysticism); approved by the California Dept. of Ed. for legal and social compliance.



Multisensory Triangle

If kinesthetic is not used, the gateway collapses—auditory and visual are greatly diminished.

Typing on a key board is NOT kinesthetic!
You're not distinguishing between the shapes of the letters by pushing a button.



"This is a fabulous program! It has helped my son tremendously. Within 6 weeks, I was able to correct his directionality using the stick and clock approach to teaching the letters. I am home schooling my son and take him to the nearby school for educational therapy 2 times a week. This program mirrors the method they are teaching."

Michelle H., home educator

SYNERGY: Linking Proven Strategies

Intricately woven into **Go Phonics** are key strategies. They create a synergy that's effective for students with dyslexia/language learning difficulties. By using them, your students will learn properly and thoroughly, and your job of teaching them is going to be a lot easier.

◆ **Simultaneous multisensory techniques** help all learning styles.

A visual learner may be a good reader but have poor auditory skills for spelling.

An auditory learner may be a good speller but have trouble with reading.

Kinesthetic - tactile/motor learners need it to be tangible: capable of being realized through the sense of touch (material). Using their motor skills (hands, arms, muscles, sense of touch) helps them make sense of the learning.

When the hands, eyes, ears, and voice are used simultaneously, there is a synergistic effect. It raises the functioning of the brain to a higher level. **Example:** As the student names the letter, she forms it on the desk. It calls the different senses into action. This sends a stronger message to the brain for a deeper impression and greater retention. Students who struggle can be learning using their stronger sense, while strengthening the weaker ones.

◆ **Teaching handwriting** (in Level 1) adds the **kinesthetic-tactile/motor sense** which helps connect the visual (reading) to auditory (spelling). As letters are formed with fingers on a rough surface and with full arm motion, they are spoken, seen, (and heard) for a simultaneous multisensory effect. This **multisensory triangle** is their gateway to learning.

Handwriting helps trigger the correct spelling and reading response.

These are two of my everyday experiences:

*Carson was reviewing the letters. When I showed him **j** he said, "You never taught me that." My lesson plans said I had. I asked him to form the letter on his board. As he wrote, he exclaimed, "**j**, |j|. When I wrote it, it came to my head." Those are powerful words!*

*Cassidy read the word **pant** for **paint**. I asked her to write the phonogram **ai** on the table— reciting "**ai**, |ā|...Oh, **paint**." She instantly corrected herself!*

Sylvia S. Davison, *Go Phonics* author

◆ **The stick and clock approach** to proper letter formation (not ball and stick), helps with directionality (writing from left to right) and to prevent inverting and reversing letters that often get confused (like **b/d**, **u/n**, and **p/b**). The **Go Phonics** type style and the way these letters are formed allows for a smooth transition into cursive writing.

◆ **Spelling is part of every lesson.** In **Go Phonics**, it starts early, after short **a** is taught (**Level 1 - lesson 8**). Each lesson includes a list of spelling words that review the phonics codes already taught including nonsense syllables and red flag (non-decodable) words. By presenting them in sequential order it **strengthens sound-spelling word analysis** (**sack, snack, cap, camp, sad, sand...**). When a lesson is done over several days, spelling some of these words should be done for a few minutes each day. Spelling also serves as preparation for reading the decodable story which will include these codes.

/ā/
 a-e
 ai
 ay
 ei
 eigh

"In reviewing our experience with **Go Phonics**, the one word that kept coming up again and again is **confidence!** We're not seeing the frustration from the students (or the teachers). The ones who aren't interested to begin with, the games pull them in!"

Monica H., 1st grade teacher - WI



◆ **Teaching the choices for spelling a sound** is an important part of the program. A yellow card is created and you add the choices as you go. With each lesson that teaches another spelling for that sound, the code is added to the yellow card. In building block fashion, students gradually learn the major sound-spellings as well as the rules—to know what the likely choices are.

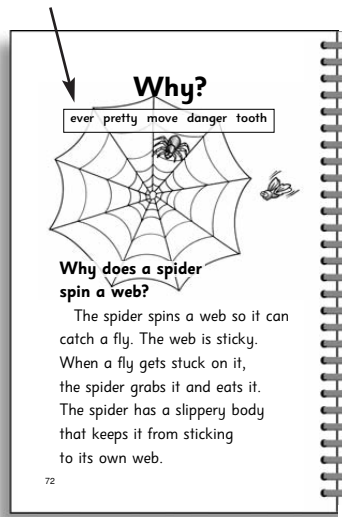
*Wesley, a 3rd grade student shared with his tutor that he was writing a paper in class and wanted to use the word **weigh**. He asked the teacher how to spell it, and she told him to go look it up in the dictionary. "I had no idea what to look up!" he exclaimed.*

◆ **Fluency is practiced with 50 phonics games.** To support each explicit phonics lesson, students need to practice decoding words. The **Go Phonics** games make the practice fun and memorable. There are far more code base words in a game than could ever be written into a story that would make sense. The games include consonant blends like **scrub, lunch, hunt, stump...** Even if a student has memorized some of the primary words, this is training the brain to more rapidly sound out consonant blends and the six syllable types (needed for solving unfamiliar/difficult multi-syllable words). It's building accuracy and fluency so text flows with greater meaning.

◆ **Word play using the games** supports **VOCABULARY** enrichment. The **Game Rules Guide** tells how this is done. Reading a word and pronouncing it correctly is only part of it. Words have meaning. In fact some have **MANY** meanings.

"I didn't realize the power of the games until I really started using them. It's fluency work! It's grammar work! It's vocabulary work! They're not the dessert. They're like the appetizers, getting you ready to eat!" Monica H., 1st grade teacher - WI

Red flag words and those not yet decodable are taught in advance.



◆ **Worksheets** don't just cover the phonics skills. They include language arts that will be in the story, preparing students in advance. Example: For **Pam's Black Jam**, worksheets include 's for possessive and the colors (for teaching **black**), and **ck** words that rhyme.

◆ **The phonics sequence** minimizes short vowel confusion. Students are able to read more words sooner. Therefore, the decodable stories have more meaningful text. Teaching the patterns and relationships helps those with good logical thinking math skills. It helps them to better understand the rules for reading, and they learn good strategies for spelling.

◆ **93 decodable stories** support the phonics sequence and lessons. Like chapter books, each reader has multiple stories that build on the skills taught in that level (and in previous levels). They're fully illustrated, enhancing the story message (but don't support guessing). Each lesson has a section called Teaching the Stories for discussing the story's language arts skills, vocabulary, sentence structure... For comprehension, the stories promote mindful discussions about problems that arise in life and how they can be solved; about asking "why" and discovering the answers; about being mindful of other's feelings....

With Go Phonics, you have an endless stream of green lights before you!

Go Phonics Reading Program



◆ **Go Phonics Basic Kit** —
(left) the instructional tools to teach a student

1 Set of 7 Storybook Volumes is included in the kit.

For reading groups: order enough storybooks to teach a group, along with the Key Word Card Set of 96.

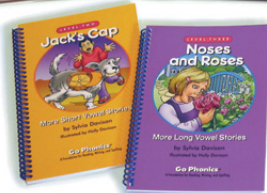
Home Edition: consumable workbooks (to be written in)
Teacher Edition: includes blackline master permission to duplicate the worksheets and assessments for multiple students in that teacher's classroom, along with some included blackline masters

For the complete program package add:

◆ **Go Phonics 50 Game Set** —
to build word decoding fluency for reading and increase automaticity when decoding longer words



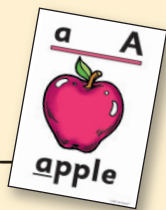
◆ **Go Phonics E-Learning** —
Author Sylvia S. Davison guides the teacher through 79 lessons, and adds insights beyond what's in the **Teacher's Guide**. Contact us to order. Visit gophonics.com to view sample segments. Details: pg 29



INTEGRATED TOOLS

Go Phonics Basic Kit:

- ◆ **Teacher's Guide** with strategies, lesson plans
- ◆ **Go Phonics Basic Skills Assessments**
- ◆ **1 Set of 5 Workbooks** Levels 1-5
- ◆ **1 Set of 7 Storybook Volumes** Levels 1-5
- ◆ **Letter Card Set of 108**
- ◆ **Key Word Chart Set:** 3 Key Word Charts (96 key words), 1 Prefix & Suffix Chart
- ◆ **Songbook with audio CD**
- ◆ **Word Lists book**
(Also sold separately)



Add for Reading Groups:

- ◆ **Key Word Card Set of 96** 5.5" x 7.5" ideal for groups

Set of 7 Storybook Volumes:

- ◆ L1: **Scat!** - Short a Stories 8 stories/110 pages
- ◆ L2: **The Fat Cat** - Short Vowel Stories 22s/86p
- ◆ L2: **Jack's Cap** - More Short Vowel Stories 21s/96p
- ◆ L3: **Sue and Joe's Pies** - Long Vowel Stories 9s/64p
- ◆ L3: **Noses and Roses** - More Long Vowel Stories 9s/64p
- ◆ L4: **My Turn** - Stories w/Vowels Controlled by r & l 10s/88p
- ◆ L5: **Cooking on the Front Burner** - Stories with More Vowel Pairs 13 stories/118 pages

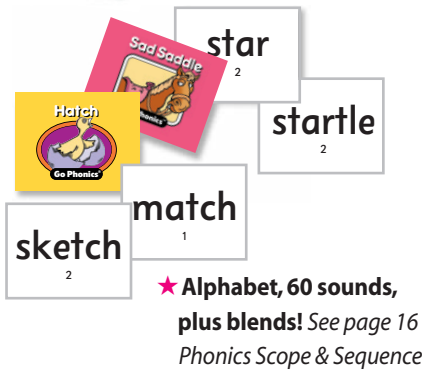
Go Phonics 50 Game Set

- ◆ 1400+ sturdy full color cards: word decoding fluency practice (prep for reading), with 63 phonetic codes, beginning & ending consonant blends, multi-syllable, compound words...
- ◆ 11 game boards - laminated
- ◆ 4 spinner cards
- ◆ Game Rules
- ◆ game pieces
- ◆ card trays
- ◆ carry case

Integrated Tools That Support

Go Phonics 50 Game Set

These interactive phonics games are an engaging way to master word decoding and fluency skills. They also provide opportunities to enrich students' vocabulary and discuss a word's many meanings and how it can be used. The games focus on the vowels, digraphs, trigraphs, phonograms, with beginning and ending consonant blends sprinkled throughout. As they learn a new code, a game exposes them to many words with that code. They get lots of practice sounding them out. This helps them more automatically recognize the codes in words to more fluently read a body of decodable text, so it flows with greater meaning.



"This is a tremendous program. The lesson guides have been very clear. It's all right there. My daughter has really glommed-on to the games. What really makes it for us is the games."

Shirley H., home educator - AK

The games are the highlight of every lesson. "Do we get to play a game today?" Many of the words will appear in the new story and future stories. If the student falters with some words during reading, pull out the game for that code and play it again. The games can be played one-on-one, in small groups, on game days, or as an after school activity. 11 laminated boards, 4 spinners, 1400+ cards that when disassembled store in 2 trays. **GPGM3100**

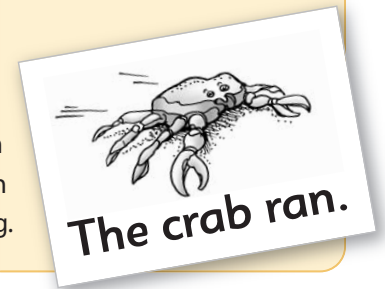
Each game has a different twist:

Big Foot card game oo = /oo/

The cards in this game have the foot of a chicken, dog, duck, person, etc. The object is to get as many matching pairs as you can.

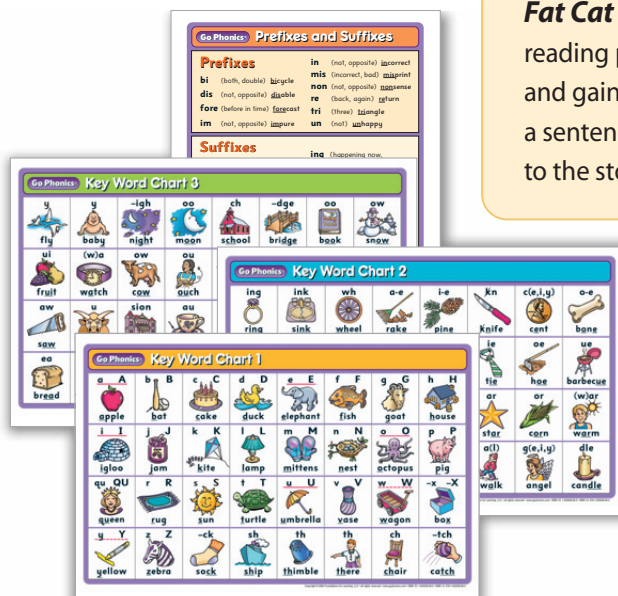
Cards are placed face up on the table (words showing). A student draws a card, reads it (*shook, hook, or crook...*). He reads the teacher's cards too but she gets her points. The card with **Big Foot** is a wild card. It is saved until the end and used to make a pair with any unmatched foot but the sneaker. Points are added at the end. This is preparation for reading the story **Cooking on the Front Burner**.

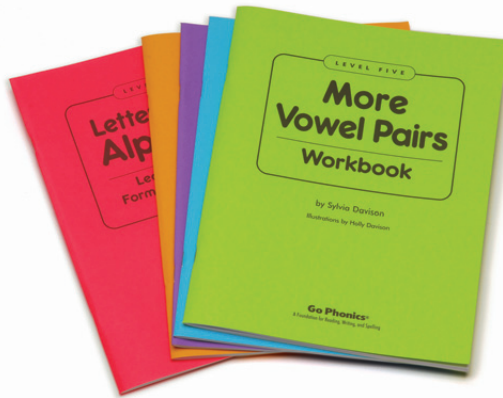
Fat Cat card game has larger cards for practicing reading phrases and sentences with short **a** words, and gaining extra points for words that rhyme, form a sentence, show ownership... The phrases also tie-in to the story "Brad's Rash," as preparation for reading.



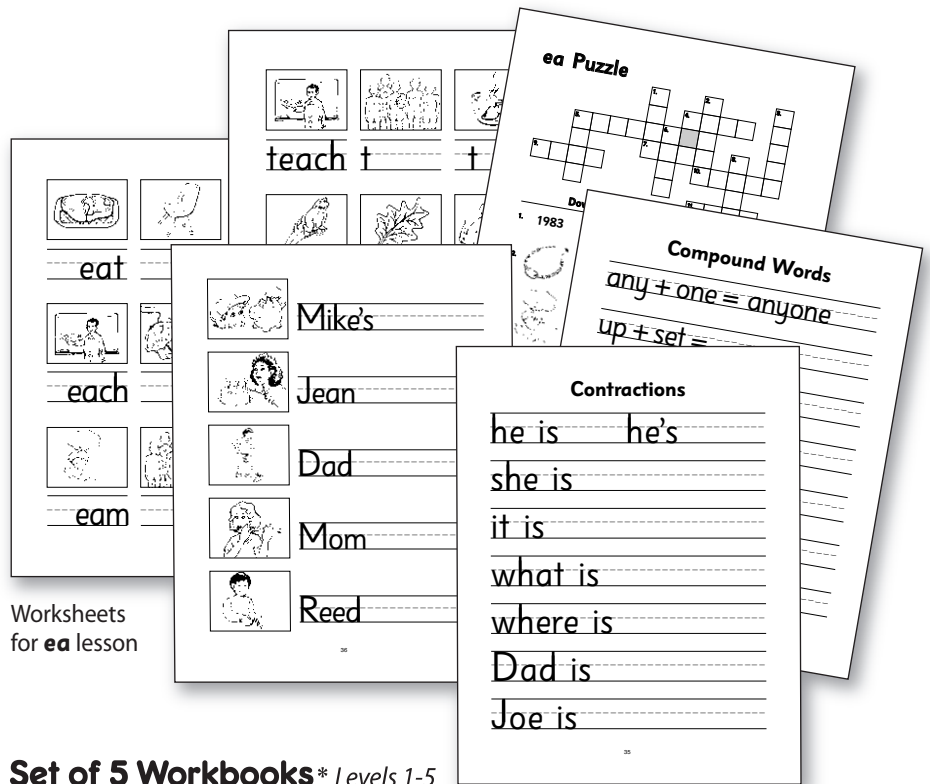
4 Chart Set: 3 Key Word Charts and 1 Prefix and Suffix Chart

These full-color wall charts have key words for letters of the alphabet (in alphabetical order), and for digraphs, trigraphs, and phonograms (in the order they are taught and appear in the *Go Phonics* stories). The most commonly used prefixes and suffixes (with definitions) are part of the set. (11" x 17.5") **GPCH4001**





Worksheets address skills that will be coming up in the story— like the use of 's for possessive. Lessons also address these skills with questions during oral reading.

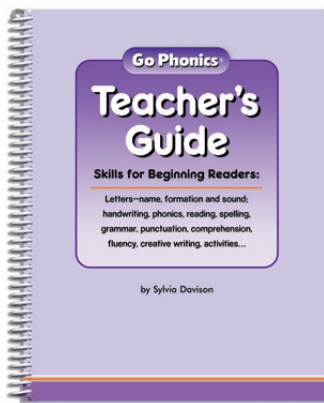


Worksheets for ea lesson

Set of 5 Workbooks* Levels 1-5

As sounds are taught, worksheets include **Level 1** writing practice for proper letter formation and picture identification with the letter/sound (phonemic awareness). Worksheets flow in sequence with the **Go Phonics** stories to provide practice in the phonics, grammar, punctuation, and language arts that will be in the reading. Worksheets also include blends, rhyme, words with the same beginning/different ending (phonemic awareness), and simple sentences. There are exercises in writing compound words, contractions, abbreviations, suffixes, doing crossword puzzles, reading phrases for comprehension...

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Teacher's Guide for all 5 phonics levels includes techniques, rules, definitions, reference charts, how to teach spelling, phonics, grammar, punctuation, comprehension... ♦ 79 lesson plans for direct instruction ♦ Rules for spelling and reading as they can be applied ♦ How to hold a pencil ♦ Explicit instruction in proper letter formation (U & L case) ♦ Reinforcement activities for teaching the letters ♦ Spelling lists ♦ Quick reference charts for procedures in teaching a letter, reading a word, spelling ♦ Questions during reading for comprehension and language skills (in addition to the worksheets) including making predictions and inferences, sequencing events ♦ Suggestions for creative writing activities (working off the story) **GPTG5001**

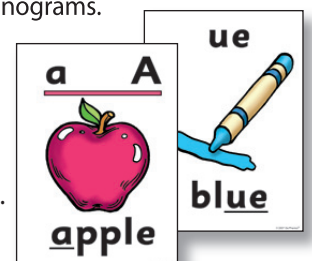


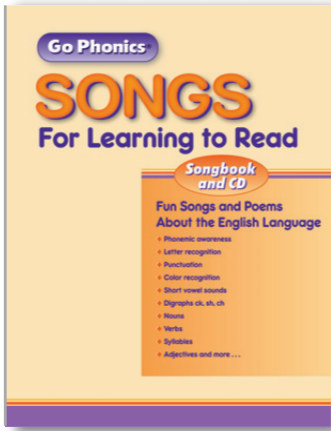
108 Letter Cards are for auditory and visual review of letters, capitals, vowels, consonants, digraphs, trigraphs, and phonograms.

They have head, belt, and foot lines. Cherry for vowels and white for consonants 4.25" x 5.5" **GPLC0108**

96 Key Word Cards A supplement to the kit, the 5.5" x 7.5" color cards are ideal for group instruction.

GPCD9602





Songs for Learning to Read Songbook with audio CD has songs, poems, and raps that are used in the lessons. They include phonemic awareness, rhyming words, letter recognition, punctuation, color recognition, short vowel sounds recognition, digraphs **ck**, **ch**, **sh**, nouns, adjectives, verbs, **ing**, syllables... **GPSO1001**

Go Phonics Basic Skills Assessments

These are designed for leveling prior to instruction and monitoring progress. They go level by level and include:

A Knowledge of Phonics level by level:

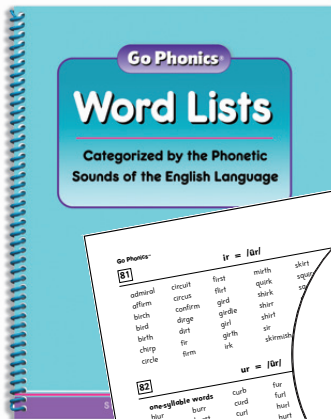
- ◆ **Phonemic Awareness and Phonics** — sound/letter recognition
- ◆ **Nonsense Syllables** — using parts of words to check decoding skills
- ◆ **Choices for Spelling Sounds** — listing the ways a given sound can be spelled
- ◆ **Red Flag Words** — reading non-decodable words

Applied Phonics level by level:

- ◆ **Reading a Decodable Story** — containing most of that level's phonics skills
- ◆ **Comprehension** — answering questions about the story
- ◆ **Phonetic Spelling** — words written, with student's handwriting observed

See more about assessing on page 17 - *Knowing Where to Start*.

Users Manual and **Student Book** print from files. **GPBSA200**



actual size

Go Phonics Word Lists Book – 2nd Edition Revised

Categorized by the Phonetic Sounds of the English Language

This is the phonics instructor's desk companion with useful reading and spelling rules, and over 140 phonetically based lists. It's a time saver when developing games, spelling lists, and text for phonics instruction—primary level and beyond. Use it to write additional phrases or phonetically based stories. You can also use it during daily instruction to show the lists to students to compare the more likely choices for spelling.

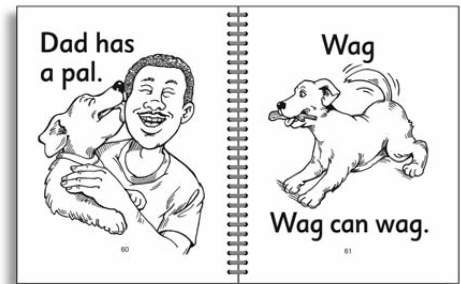
GPWL2100

7 Leveled Volumes of Decodable Stories

by Sylvia S. Davison

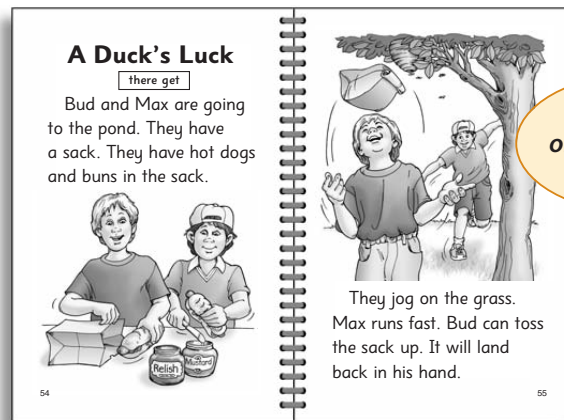
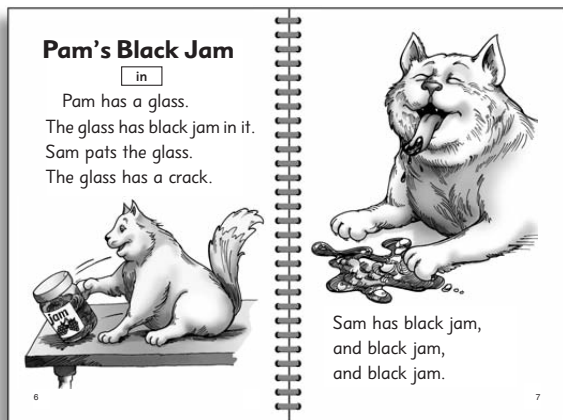
Go Phonics®
INTEGRATED TOOLS

Sequenced decodable stories build on skills: They're uniquely written with highly controlled vocabulary (93% decodable or better) that supports each phonics lessons. There are just a few non-decodable words to be taught in advance. Everything else can be decoded based on skills learned thus far in this phonics sequence. Seven volumes (over 90 stories/600+ pages) help students apply what they've learned and practiced, in a meaningful story they can really read. Text-to-life, the stories include people of all ages and nationalities, making them acceptable to older beginning readers as well. 1 Set of all 7 volumes: **GPSB7000**



L1: Scat! – Short a Stories

These stories help apply **Level 1– Alphabet** skills. As the 15th letter is taught, students begin reading the first of 8 meaningful stories. 110 pages, 8 stories **GPSBL101**



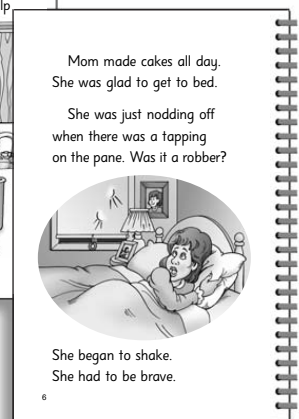
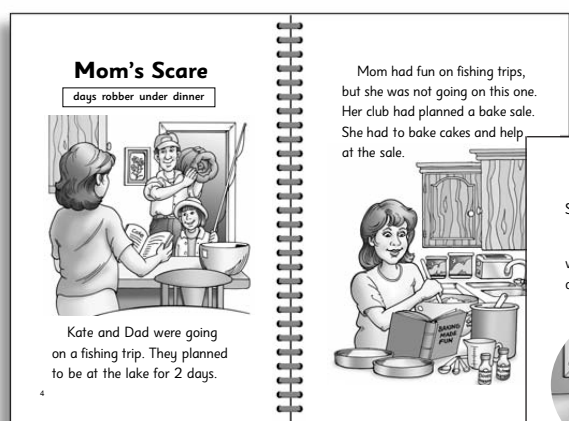
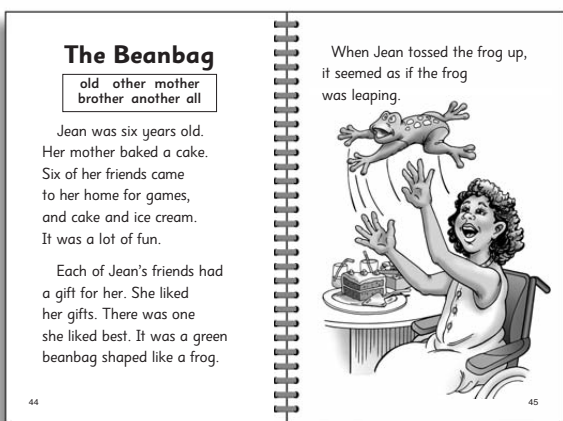
Plastic covers on the books for durability

L2: The Fat Cat – Short Vowel Stories

Short vowels **a, i, o, u,** and **e** and gradual introduction of consonant blends, digraphs, trigraphs 86 pages, 22 stories **GPSBL201**

L2: Jack's Cap – More Short Vowel Stories

These stories, written in the same sequence as **The Fat Cat**, extend the short vowel reading practice for each lesson. 96 pages, 21 stories **GPSBS201**

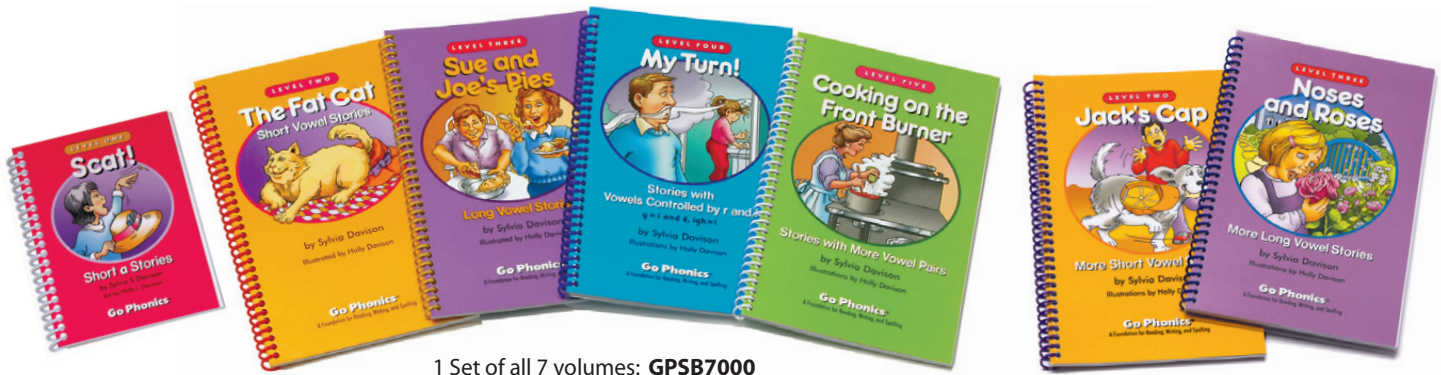


L3: Sue and Joe's Pies – Long Vowel Stories

Long vowels include vowel-consonant-**e (a-e, i-e, o-e, u-e, e-e)** and vowel pairs (**ee, ie, oe, ue, ea, oa, ai, ay**) 64 pages, 9 stories **GPSBL301**

L3: Noses and Roses – More Long Vowel Stories

These stories, written in the same sequence as **Sue and Joe's Pies**, extend the long vowel reading practice for each lesson. 64 pages, 9 stories **GPSBS301**



1 Set of all 7 volumes: **GPSB7000**
They can also be ordered by title.

Non-decodable words, shown at the beginning of each story, are taught in advance.

My Turn
taste tasty iron now funny
mind sure always whatever two

Three-year-old Beth had a sixteen-year-old brother, Martin. Beth wanted to be just like Martin. Martin was a big help at home. Whatever he did, Beth wanted to do it too. She would yell, "My turn!"

There were many things Beth could help with. When Martin ran the sweeper, if Beth yelled, "My turn," he let her run the sweeper for a bit.

When Martin wiped dishes, if she yelled, "My turn," he let her wipe the silver.

My turn.

Beth had been told that she should always take her turn with Mom, Dad, or Martin nearby. They did not want her to get hurt. Sometimes Beth forgot that advice.

One Saturday, Beth saw Mom putting curls in her hair with a curling iron. Mom was set to go to her job. She grabbed her purse and left.

Beth thought, "Now it's my turn!" She plugged the curling iron in and started to curl her hair.

L4: My Turn— Stories with Vowels Controlled by r and l

Sequence: **ar, or, er, ir, ur, ear, (w)or, a(l), y = /ī/ and /ē/, igh = /ī/** 86 pages, 10 stories **GPSBL401**

There was so much more to learn about weather. Heather kept asking and learning. She visited weather stations and studied the weather maps spread on the wall. She listened to weather forecasts on the news daily.

It was that same year that Heather started asking about rainbows. Her grandma gave her a prism. She explained that sunlight was made of six colors. Sunlight shining through the prism was broken up

into six colors. The same thing happens when sunlight shines through raindrops. That prism became one of Heather's dearest treasures.

In school, whenever the teacher asked a question about weather, Heather's hand was the first one up. The children began teasing her. They called her Heather, the weather. She didn't mind the teasing at all.

Now Heather is twenty-two years old. She has finished her schooling. She has a job at the TV station in her town. What kind of job do you think she has? You're right! She's **Heather the Weather Girl** on the morning news.

Now, if you're interested in the weather, and study as hard as Heather, perhaps you too can be a **Heather the Weather Girl**. And if you're a boy, perhaps you'll be **Dan the Weatherman**.

L5: Cooking on the Front Burner— Stories with More Vowel Pairs

Sequence: **oo, ow, ou, ew, aw, au, oi, oy, ea = /ē/, ey, ie = /ē/, ei, and eigh...** 118 pages, 13 stories **GPSBL501**

Jan, Mom, and Dad were back. Jan ran to Gran's to get Muffin.

So Muffin was at Gran's. But Muffin did NOT think it was o.k. If the big dog was in, Muffin ran and hid. She had just the spot.

Gran's big dog was in. "Muffin, Muffin," yelled Gran. But Muffin hid.

Muffin from Jack's Cap Storybook:

This is a story about a cat named Muffin who is left with Gran while the family goes on vacation. Gran has a big dog, which Muffin doesn't like. When the family returns, and Jan and Gran hunt for Muffin, it's fun to discover how Muffin has resolved her issue with the big dog.

Reading Specialist: *"Your books are... funny, they're text-to-world... You introduce the mechanics of our language at a very early level. You have prepositional phrases... The stories get longer as you get more advanced, (to) do book reports. I truly have not seen anything that matches your books for teaching beginning reading on a phonics level."*

Kathy Jensen, reading specialist-NY

With over 90 decodable stories, students apply the learning in meaningful reading that builds on the phonics skills for ongoing reinforcement.

Jack's Cap
extended reading:

1. The Rat
2. Jack's Cap
3. Pat's Van
4. The Big Pit
5. Milk and Chips
6. The Bat
7. A Big Bash
8. Mitch's Hat
9. The Back Pack
10. At Camp
11. A Big Hit
12. The Fog
13. The Frog
14. Mixed Up!
15. A Duck's Luck
16. Lumps! Mumps!
17. Stuck in the Muck
18. Muffin
19. Red is Best
20. The Trunk in the Attic
21. Hot Pads

Lessons/Stories Sequence

Level 1: Letters of the Alphabet— *Scat! book* Page 27

Lessons	Story	Letters/Skills	Lesson Pages
	Quick Reference Chart:	Procedure for Teaching a Letter	33
1 - 7		l, t, f, h, b, c, a , student reads 5 “ at ” words	40-51
	Quick Reference Charts:	Procedure for Reading and Spelling Words	52-53
8 - 15	Scat!	d, g, r, n, m, s, p, i, ! , schwa sound for word a	54-68
16	A Tan Van	v	69-70
117-18	A Map	j, o	71-74
119	Zap	z	75-76
20	A Fan	w, ?	77-78
21-22	Ham and Yams	u, y	81-82
23-24	The Tan Cab	x, e	83-86
225-26	A Fat Rat	k, qu	87-90

Level 2: Short Vowels— *The Fat Cat book* Page 91

Lesson/Story	New Phonetic Elements and Grammar	Lesson	Page
1. The Fat Cat	/ă/ , suffix s , quotations, !		96
2. Pam's Black Jam Dan's Cab	ck = /k/ , possessive- 's , compound word, ss		99
3. Brad's Rash	sh		101
4. A Big Pig	/ĩ/ , th, ll		103
5. Masks and Shin Pads	ch = /ch/		105
6. Tab and Jip	tch = /ch/		107
7. Jill's String	ing, ang		109
8. Hank	ink, ank 2-syllable word (closed syllable)		111
9. The Snack	suffix ing		113
10. A Hot Pot	/ö/ , suffix es , contractions with is ('s)		115
11. Mom's Tom-tom	hyphenated word, c(e) = /s/		117
12. The Picnic	1-1-1 rule		119
13. Dot Jogs	abbreviations		121
14. The Clock			123
15. The Bug Jug	/ũ/ , ong, ung		125
16. The Dump Truck	onk (Level 2 Workbook), unk		127
17. The Fish Pond	suffix ed , contractions with not (n't)		129
18. The Skunk			131
19. A Wet Pet	/ě/		133
20. Ted's Trunk			135
21. The Camp Robber	suffix er, wh		137

Noses and Roses
extended reading:

1. Mom's Scare
2. A Gift for Dad kn
3. Noses and Roses
4. Pete and His Flute
5. Hide and Seek
6. Sue's Blue Vase
7. Like Peas in a Pod
8. Frog or Toad?
9. Rain, Rain Go Away!

Go Phonics®
Lesson Sequence

continued

"Go Phonics gives me a clear progression of skills, and lots of built in practice. It provides more flexibility so I can have more students in a level and fewer reading groups."

Monica H., 1st grade teacher

Go Phonics Levels 1-5 rough correlation w/LLI Reading Levels A to K...

Level 1 – LLI level A, B

Level 2 – LLI level C, D, E, F, G

Level 3 – LLI level H, I, J

Levels 4 and 5 – LLI level K and up

*In this story, an inspector → solves the mysteries to prove the house is not haunted.

Level 3: Long Vowels— Sue and Joe's Pies book Page 141

Lesson/Story	New Phonetic Elements and Grammar	Lesson Page
1. At the Lake	a -consonant- e = /ā/, contractions with <i>are</i> ('re) silent e rule, 2-syllable word (open syllable)	144
2. Mike's Kite	i -consonant- e = /ī/, c before e, i, y = /s/	148
3. Spot's Bones	o -consonant- e = /ō/	151
4. Isn't That Cute	u -consonant- e = /ū/ and /ōō/, e -consonant- e = /ē/, ph	153
5. You'll See	ee = /ē/, contractions with <i>will</i> ('ll)	155
6. Sue and Joe's Pies	ie = /ī/, oe = /ō/, ue = /ū/ and /ōō/	157
7. The Beanbag	ea = /ē/	159
8. The Goat	oa = /ō/	161
9. Kay's Braids	ai = /ā/, ay = /ā/	163

Level 4: Vowels Controlled by r and l— My Turn book Page 167

Lesson/Story	New Phonetic Elements and Grammar	Lesson Page
1. Fun on the Farm	ar = /är/, shwa, suffix ful	168
2. The Big Storm	or , (w) ar , = /ôr/, (qu) ar = /ôr/ (Level 4 Workbook)	172
3. A Gift for Mom	er = /ûr/	174
4. Cupcakes and Birds	ir = /îr/	176
5. My Turn	ur = /ûr/	178
6. Earthworms	ear -, (w) or , ar and or (not accented) = /ûr/	180
7. Not Bad at All	a(l) = /ô/, g before e, i, y = /j/, possessive with <i>s</i> , suffix est	182
8. A Harvest Party	silent e syllable, change f to v rule, suffix ly	184
9. Why?	y = /ī/, y = /ē/, y as a suffix	186
10. Night Light	igh = /ī/, suffix en , prefix un	188

Level 5: More Vowel Pairs— Cooking on the Front Burner Page 191

Lesson/Story	New Phonetic Elements and Grammar	Lesson Page
1. Raccoons	oo = /ōō/, ch = /k/, dge = /j/, suffix or	194
2. Cooking on the Front Burner	oo = /ōō/, ind words	196
3. Snowflakes	ow = /ō/, homographs, antonyms, (w) a , (qu) a = /ō/, ui = /ōō/	198
4. The Shoemaker	ow = /ou/	200
5. A Mouse in Our House	ou = /ou/, wr = /r/, tion = /shŭn/, suffix tion , prefix non	202
6. Everything Old is New	ew = /ōō/ and /ū/, suffix est	204
7. Awful or Awesome?	aw = /ô/, u = /ōō/, sion = /shŭn/ or /zhŭn/ suffixes al , ful , some , contractions with <i>would</i> ('d)	206
8. The Haunted House	au = /ô/, suffix age	208
9. Noisy Boys	oi = /oi/, oy = /oi/, -mb = /m/, suffixes ness and ward , ture = /chŭr/	210
10. Weather Reporter	ea = /ē/, prefixes fore , dis	212
11. Funny Money	ey = /ē/, y = /ī/	214
12. A Piece of Cake	ie = /ē/	216
13. Soup's On	ou = /ōō/, ei = /ā/, eigh = /ā/	218

Go Phonics® Scope & Sequence

LEVEL 1: Alphabet ★★

Scat! Short a Stories

- l L lamp /l/
- t T turtle /t/
- f F fish /f/
- h H house /h/
- b B bat /b/
- c C cake /k/
- a A apple /ă/
- d D duck /d/
- g G goat /g/
- r R rug /r/
- n N nest /n/
- m M mittens /m/
- s S sun /s/
- p P pig /p/
- i I igloo /ĩ/
- v V vase /v/
- j J jam /j/
- o O octopus /õ/
- z Z zebra /z/
- w W wagon /wõ/
- u U umbrella /ũ/
- y Y yellow /ē/
- x -X box /ks/
- e E elephant /ě/
- k K kite /k/
- qu QU queen /cõ/

LEVEL 2: Short Vowels

The Fat Cat stories

Jack's Cap stories

With gradual introduction of consonant blends—bl, br, gl...

- a- apple /ă/ ★★
- ck sock /k/ ★
- sh ship /sh/ ★
- i- igloo /ĩ/ ★★
- th thimble /th/ ★
- th there /th/ ★
- cho chair /cho/ ★
- tch catch /cho/ ★
- ing ring /ing/ ★
- ang bang /ang/ ★
- ink sink /ink/ ★

- ank bank /ank/ ★
- o- octopus /õ/ ★
- ong song /ong/ ★
- u- umbrella /ũ/ ★
- ung lung /ung/ ★
- onk honk /onk/ ★
- unk junk /unk/ ★
- e- elephant /ě/ ★
- wh wheel /wh/

LEVEL 3: Long Vowels

Sue and Joe's Pies stories

Noses and Roses stories

- a-e rake /ā/ ★
- i-e pine /ī/ ★
- kn knife /n/
- c(e, i, y) cent /s/
- o-e bone /õ/ ★
- ph phone /f/
- u-e cube /ū/ ★
- u-e flute /õõ/ ★
- e-e Pete /ē/ ★
- ee feet /ē/ ★
- ie tie /ī/ ★
- oe hoe /õ/ ★
- ue barbecue /ū/ ★
- ue blue /õõ/ ★
- ea dream /ē/ ★
- oa boat /õ/ ★
- ai- rain /ā/ ★
- ay hay /ā/ ★

LEVEL 4: Vowels Controlled by r and l

My Turn stories

- ar star /är/ ★
- or corn /ôr/ ★
- (w)ar warm /ôr/
- er fern /ûr/ ★
- ir girl /ûr/ ★
- ur burn /ûr/ ★
- ear- earth /ûr/
- (w)or worm /ûr/
- a(l) walk /ô/ ★
- g(e, i, y) angel /j/

Note: These are foundational primary phonics codes. Some codes are not taught in *Go Phonics* because they're not in the program's stories and there are only a few words with that code. Examples: **cho** (*chef*) /sh/, **ough** (*dough*) /õ/ The *Word Lists* book, with over 140 phonetically based lists, includes these.

dle candle /dl/ ★

- y fly /ī/ ★
- y baby /ē/ ★
- igh night /ī/ ★

LEVEL 5: More Vowel Pairs

Cooking on the

Front Burner stories

- oo moon /õõ/ ★
- cho school /k/
- dge bridge /j/
- oo book /õõ/ ★
- ow snow /õ/ ★
- ui- fruit /õõ/
- (w)a- watch /õ/
- ow cow /ou/ ★
- ou- ouch /ou/ ★
- wr wrist /r/
- tion lotion /shũn/
- ew pew /ū/ ★
- ew screw /õõ/ ★
- aw saw /ô/ ★
- u- bull /õõ/
- sion mansion /shũn/
- also: sion vision /zhũn/
- au- saucer /ô/ ★
- oi oil /oy/ ★
- oy boy /oy/ ★
- ture picture /chûr/
- m thumb /m/
- ea- bread /ě/ ★
- sure treasure /zhûr/
- ey money /ē/ ★
- y- crystal /ĩ/
- ie- shield /ē/
- ou soup /õõ/
- ei reindeer /ā/ ★
- eigh eight /ā/

Consonant sound

• Vowel sound

★ Go Phonics Game

*Paulina began learning to read using **Go Phonics** at age 4-1/2. A natural reader, she completed Level 5 by age 6-1/2 and was able to go into a 3rd grade basal text.*

*With good comprehension skills, 14-year old Josh slowly read the first line of the **Go Phonics** short vowels story aloud. He stared at the word on the next line.*

"That's not a word," he said.

*He was looking at the word **nap** and seeing **uab**.*

"I know what your problem is," said Sylvia. "I can help you."

As Josh made progress, he was able to read the menu at McDonalds! He was looking forward to taking his driver's license test. He was reading in Level 5 when he moved to live with his dad.

If help is given in 4th grade, rather than in late kindergarten, it takes four times as long to improve the same skills by the same amount.

From **Straight Talk about Reading** by Susan Hall and Louisa Moats

Knowing Where to Start

Go Phonics Basic Skills Assessments help you find dyslexic tendencies (directionality-- seeing letters flipped or reversed), difficulties, and gaps. They help establish a base line and know where to start. They check skills level by level. The **Nonsense Syllables** assessments help determine if students are actually able to identify the sounds in words or are just naming common words they've memorized by sight. These syllables (non-words) have to be decoded (read aloud) based on a knowledge of phonics. They are parts of real words, but are not words by themselves.

Choices for Spelling assessments give you further insights.

All kindergarten students should be assessed at the beginning of the K year. Are they ready to start learning to read? Do they have a grasp of the foundational skills needed for learning? The Basic Skills Assessments help determine their knowledge of letter names, letter sounds, proper formation of letters, and ability to decode short vowel **a** words.

Here are some examples of placement in Go Phonics:

1. A K student failed the **Letter Name Recognition** assessment. His parents insisted he knew the alphabet. It turned out that he knew only capital letters. Knowing lower case letters is most essential, since those are the predominant letters appearing in the reading. He started at the beginning: letter name, formation, and sound (emphasis on lower case).

2. A 1st grade boy, a non-reader, knew all the letters and their names but none of the sounds. He began in **Level 1: Alphabet**, but moved more quickly than the K student mentioned above.

3. A 1st grade student knew letter names and sounds, but was not reading. He could, however, spell any 3-letter word. His auditory skills were exceptionally strong and visual skills very poor. If given a list of words to spell, he did it correctly, but could not read the words back. The solution: As lessons were taught, he was asked to spell one or two words at a time, read them back, then find them on the workbook page. Gradually, he was able to read back more words at a time, and with daily visual and auditory review (using the letter cards), was able to improve reading.

4. A 2nd grader did well until **Vowel-Consonant & Vowel-Consonant-e** discrimination. She began at the end of **Level 2: Short Vowels** (to instill confidence), then on to **Level 3**.

5. A 3rd grader made errors on the long vowels, but when asked to read a story, did well. Further observations, showed that her handwriting and spelling were very poor. She had memorized words and had no phonics skills. She began at **Level 3: Long Vowels**, with an emphasis on phonics, handwriting (addressed in **Level 1**), and spelling.

6. A 6th grade girl had memorized many words she needed to read but didn't have the phonics skills to decode a multi-syllable word she had never seen. She needed to go through the explicit phonics lessons to get the necessary saturation with each code. This trained her brain to recognize and distinguish between the codes in words more automatically. (Without this ability, the 2nd syllable in a word can be misread and the meaning lost.) Based on the assessment, instruction started with the long vowels. Daily review was part of this, using the letter cards and yellow cards (for adding the multiple spellings).

"I am a process-oriented person. I have found that my students learn the best when they are taught one skill at a time and build on those skills. Go Phonics is the most process-oriented reading program I have found. To me, that's the way a reading program should be."

Jean Zinc—teacher/home educator, IA

The Pace:

The teaching pace will vary with the age, maturity, ability, and attitude of the student. It can range from taking several sessions to teach one letter and sound, to teaching several letters and sounds in one session. This sample lesson planner page (master provided) shows how a lesson can be taught over a week or several days. Adjust your lesson plan to fit the best pace for that student or group.

The time spent teaching a lesson can be 20 minutes for a 5 yr. old, 30 minutes for a 6 or 7 year old, and possibly 45 minutes for an older student. Work with the student(s) to determine the best pace.

The time to complete the course can take from 1-1/2 to 3 years, depending on the age, ability, and maturity of the student.

The Teaching Process

Phonics-based lesson plans guide you each step of the way. A carefully prescribed series of 79 strategized lessons are designed for direct instruction. The lessons are divided into 5 phonics levels. Explicit and systematic, guided directions help both beginning and experienced teachers maximize instruction. Study the introduction with strategies and techniques. There are quick reference charts for procedures you'll be using. Each level begins with the guidance you'll be needing to teach that level. The first lesson in that lesson is done in greater detail for reference.

Start with Level 1 with a non-reader that's at the K level (on average, 5 years or older). If a student has some knowledge at this level, you may move more quickly bypassing the activities. Some will simply need a review of the letters, focusing on handwriting—proper letter formation using the stick and clock approach. Tie-in the key word/sound as you go.

Levels 2-5 flow in this manner:

1. Daily auditory review with letter cards: sounds already taught (prep for spelling)
 2. Daily spelling with handwriting segmenting/writing words with phonics skills learned
 3. Daily visual review with letter cards of letters already taught (prep for reading)
 4. Teaching a new phonics skill with reading and spelling rules
 5. Playing a phonics word decoding game to blend/read words with the new skill
 6. Worksheets include phonics, rhyme, same beginning sounds, sentence structure, punctuation, vocabulary, crossword puzzles, language arts, phrases from the story...
 7. Teaching the non-decodable words that will be in the story
 8. Oral reading of the real life decodable story with new and previous skills
- Questions are provided that include vocabulary, comprehension, language arts. Creative telling/writing suggestions connect the story to their personal world.

Example of spreading Level 2 Lesson 10: A Hot Pot
a lesson over a week

	GROUP / STUDENT					DATE
Skill	Monday	Tuesday	Wednesday	Thursday	Friday	
Auditory review/ handwriting practice	/ä/, /i/, /ing/, /ang/, /sh/	/ä/, /i/, /ö/, /ing/, /ang/, /sh/	/ä/, /i/, /ö/, /sh/, /ch/, /ck/,	/ä/, /i/, /ö/, /ink/, /ank/, /ck/	Review all ←	
Spelling (with handwriting)	pit, pat sing, sang, rash	hit, hat, hot, wing, bang, shop	chip, chop, dish, dash, rock	pink, bank, stop, lock	Test on selected words ←	
Visual review w/letter cards (taught to date)	All vowels, digraphs, trigraph, b, d					→
New sound	Review ö (taught in Level 1)	Teach s, es for plural	XXXX	XXXX	XXXX	
Game	XXXX	Pop w/vocabulary enrichment	Thermometer Add thing, think, thank, they, ö	XXXX	sh Add /ö/ words (optional)	
Worksheets	p.24 rhyming p.25 same beginning	p.26 plurals adding s p.27 plurals - es	XXXX	XXXX	XXXX	
Oral reading & teaching stories (teach red flag words)	The Back Pack Fluency practice and/or Creative writing JC p.33	A Hot Pot FC 1st read, decoding/ accuracy, p.35	A Hot Pot comprehension w/questions	At Camp JC 1st read, decoding/ accuracy, p.37	At Camp comprehension w/questions	

Go Phonics® SAMPLE LESSON

Go Phonics®
LEV1: Lesson 22.2

Visual Review of letters taught to date (Do this every day.)

Game: Play a version of the *Scat Cat!* game, adding the word *yam*.

Oral Reading & Teaching the Stories:

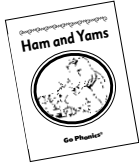
The next story has a plural word. Teach the student that we often add *s* to a word to make it mean more than one. Practice with *cat – cats, pan – pans, yam – yams*.

Ham and Yams—Mini-story

Note: Have a raw yam and a can of sliced yams to show the student.

What are yams? Have you ever had them for Thanksgiving dinner? Did you like them?

page 3: What's in the bowl? (cut up yams)



Go Phonics®
LEV1: Lesson 22.1

Lesson 22: Letter y, Y

Auditory Review: a, t, m, h, r, n (See Reference Chart—page 53.)

Spelling Words: hat, ham, rat, ram, han (nonsense)

Teach the New Letter: (Trace-Copy-Write)

Lower Case: To make the letter **y**, put your fingers on the belt line on the left side of the letter space. Follow the directions for making **u**. When you get to the foot line on the right side of the letter space, continue below the foot line with a "fishhook" or "candy cane" curving to the left one letter space, and stop.

Teaching note: The sound of the letter **y** is often taught sound is used in decoding words beginning with **y**, the **w**. It is preferable to use the sound /ē/. This makes **y** sound **w**, the **y** is not a true vowel because it is never followed the beginning of a word, and is not always the most prominent syllable. **Y** is more like a vowel than a consonant.

Capital: To make capital **Y**, put your fingers on the head of the letter space. Make a line slanting down to the belt letter space, and stop. Pick up your fingers and put them the right side of the letter space. Make a line slanting back and to the middle of the letter space, and stop. Without make a straight line down to the foot line, and stop.

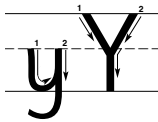
Teach the Key Word and Sound: y, yellow, /ē/

Worksheets:

Workbook pages 53 and 54—These may be done on subsequent days.

Workbook page 5—Do *Mini-Crosswords* 7 and 8. (Use capitals.)

Reinforcement Activities: These can be spread over several days, with DAILY visual review of the letters. Choose from the list (pp 36-38), note here:



Note:
As a vowel, **y** has the most prominent sound in a syllable (*my, myth, baby, type*).



Level 1 - Letters of the Alphabet

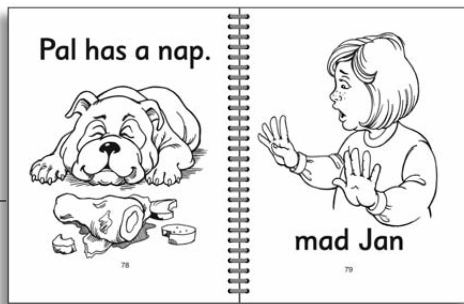
This level focuses on explicit and systematic instruction in each letter— its name, proper formation, key word, and sound — all taught in the same lesson. In this way, phonemic awareness, phonics, and handwriting are integrated from the start.

Handwriting instruction, spelling, and reading happens at this level. The letter sequence first supports handwriting because it's the hardest to learn. It starts with the simplest to form—**I, L**. The next are related based on stroke. Lower case letters are stressed.

The new letter-sound is practiced in spelling, worksheets (including letter writing practice), phonics games, activities, suggested read-alouds, and songs.

Once 7 letters have been taught, students can read 5 rhyming words: *at, fat, hat, bat, cat*. As soon as short **a** has been taught, spelling and reading words is a part of every lesson. Lessons progress to words with the same beginning and different ending: *cat, can, cap...* They're able to read, write, and spell 3-letter words with short **a**.

As the 15th letter is taught in the **Go Phonics** sequence, students begin reading the "*Scat!*" book with 8 short **a** stories. Why just short **a** words? Because Level 2 is for the short vowels (the hardest to learn). In Level 1 they're practicing the consonants (the beginning and ending sounds in words).



continued

Lesson: y Y

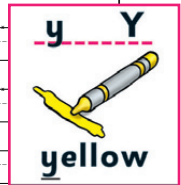
Reading begins early on.

This 12-page story, called *Ham and Yams*, is read after **y** is taught.



Activities and Games

This *Scat Cat* game provides practice reading words with short **a** as letters are taught.



Worksheets, Key Words

Short Vowel Lesson Profile — Digraph ck

A step a time you are giving your student the practice and preparation for reading success.

Step 1 Auditory Review:

The sounds /ă/, /h/, /t/, /f/, /c/, /s/
Hold the letter card so the student doesn't see it.

Teacher: "What says /ă /?"

Student: "a, apple, /ă /"

naming the letter as she forms it on the work surface

The teacher then shows the card.



Author Sylvia Davison plays *Stuck Truck* with a student to give her practice decoding words with **ck**. She sweeps a finger across the word on the card to encourage smoother blending of the sounds.

Step 2 Spelling with Handwriting:

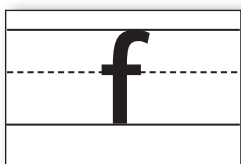
jam, pat, mad, grab...

Teacher: "jam" using word in sentence, then repeating word

Student: "jam, /ă /, a"

writing the letter in the air or on the work surface as she names it

Teacher says: "Repeat the word." "jam" "What do you hear (that opens your throat)?" "/ă /" "How do you spell it?" "a" while forming it on a surface. Student then writes the word on primary paper, as she says the sounds of the letters softly. If she falters, the teacher asks, "What do you hear first? ...last?" After spelling it, the student reads the word.



Letter card

Step 3 Visual Review:

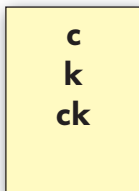
The teacher shows the letter cards one at a time, reviewing the letters taught to date.

Student: "f, fish, /f /"

writing the letter on the work surface as she names it



sock



yellow card for /k/
(You add to it gradually.)

Step 4 Teach the Digraph ck:

As you refer to the *Key Word Chart*, teach that **ck** will come after one short vowel. Explain that digraphs are two consonants that have a unique sound, not the individual sound of the separate letters. Use the marker to add **ck** to the yellow card for the sound /k/ (started in *Level 1* instruction).

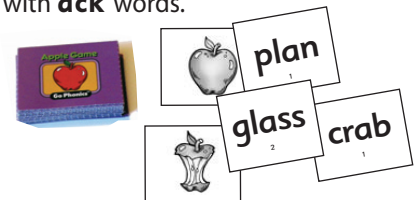
Teacher: "What says /k /?"

Student: "c, cake, /k /...k, kite, /k /...ck, sock, /k /"

Each letter is written on the work surface as it is named.

Step 5 Phonics Games:

Play two *Go Phonics* games, one to practice decoding short **a** words with blends and another with **ack** words.



Step 6 Worksheets and instruction for phonics and language arts

Workbook Page 5: rhyming words

Workbook Page 6: Teach possessive case 's (Explain that 's does two jobs — contraction for is)

Workbook Page 7: Teach or review primary colors.

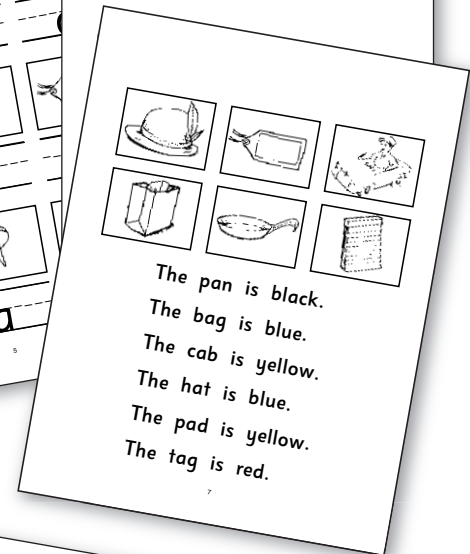
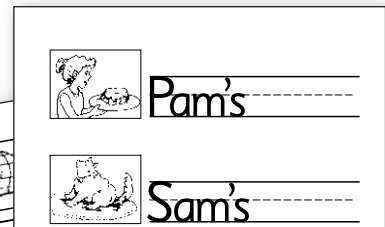
Go Phonics Songbook

Let's Rap with ck 

Who is Wearing Red?

(Use colors red, yellow, black, and blue.)

The worksheets prepare students for reading the story.

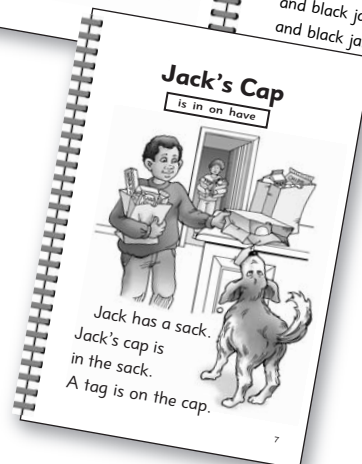


Step 7 Teach Red Flag Words:

Write each non-decodable word (appearing under the title of each story) on a 3" x 5" white index card. Tell the student what the word is and have her repeat it.

Play Grab Bag:

If the student needs many repetitions to learn the words, place the cards in a grab bag. Players draw cards in turn and earn points. Points are based on the number of letters in a word. If playing with a teacher, the student reads all the words. Additional options are provided.



Step 8 Student Reads Aloud:

Pam's Black Jam, *Dan's Cab*, and *Jack's Cap* stories are read. They include words with short **a** and **ck**. Beginning and ending blends in the story are practiced in the games and worksheets—*glass, black, glass...*

The Teacher's Guide provides questions that include grammar, punctuation, making predictions, making inferences, sequencing events. There are also suggestions for creative writing, and doing activities for teaching across the curriculum.

More Teaching Strategies Added:

Word play, vocabulary enrichment, modeling the story, word search with the game cards...

Go Phonics®

Go Phonics® SAMPLE LESSONS

Go Phonics® LEVEL 2: Lesson 2.2

Vowel sounds
"open the throat."
They are made with no obstruction of the lips, teeth, or tongue.
They are underlined in red on the Key Word Chart.

Consonants
are letters that are not vowels.

Special Letters
are y and w. The sounds for these letters are made with no obstruction—but they are not

Oral Reading & Teaching the Stories:

Teach or review the non-decodable words in *Pam's Black Jam*—in, *Dan's Cab*—was, to, went; *Jack's Cap* supplement—is, in, on, have.

Pam's Black Jam—The Fat Cat book pages 6-8

Note: Explain the meaning of 's in the title (ownership – possessive case). Review vowels and consonants. Teach that it is common to have double s after one vowel (*glass*) and *ck* after one vowel (*black*).

page 6: What mischief is Sam into now?

page 7: Does Sam like jam? How can you tell?

page 8: How does Pam feel? How does she solve the problem? Why is Sam napping? What word on this page has 2 words in it? (*ragbag*)

Teach compound words. (Two words that are related and are written together as one word) Give more examples – *sidewalk, football, info*.

Dan's Cab—The Fat Cat book pages 9-12

Go Phonics® LEVEL 2: Lesson 2.1

Prepare:

Yellow card for /k/
Use the marker to add ck to the yellow card made in level 1.

Materials Needed:

Letter cards for auditory review:
a plus any consonants that occur in the spelling list
For visual review use letter cards for all the letters in the alphabet

NEW: letter card digraph ck
Stuck Truck board game

Apple 2 card game
Box of color crayons
Workbook pages 5, 6, 7

Go Phonics Songbook
suggested rap:
Let's Rap with ck

Teaching Note
The white cards for c, k, ck will be used for visual review only.
The yellow card will be used for auditory review.

Go Phonics Songbook
suggested song:
Who is Wearing Red?
(Use colors red, yellow, black, and blue.)

Lesson 2 - Pam's Black Jam, Dan's Cab

Auditory Review: /d/, plus any consonants that are in the spelling words

Spelling: *has, jam, pat, mad, grab, rag, brag, nap, mat, had, cab, tag, sad, bad, lad, glad*, nonsense syllables: *san, jan, sab*, red flag words: *the, a* (Write the red flag words on paper over screen board or canvas. The student traces and names each letter of the word, then says the word.)

Visual Review: Use all the letter cards. As each card is shown, student names it while forming it on the work surface, then says the key word and sound.

Digraph: Teach the digraph *ck, sock, /k/*. (Refer to the *Key Word Chart*.) It will come after one short vowel. Explain that digraphs are two consonants that have a unique sound, not the individual sound of the separate letters. Use the yellow card with *c, k, ck* (multiple spellings of /k/) for auditory review:

Teacher: "What says /k/?"

Student: "c, *ck* /k/, k, kite /k/ . . . ck, sock, /k/"

Each letter is written on the work surface as it is named.

Teacher shows the yellow card.

Teaching Notes: The white cards for *c, k, ck* will be used for visual review only. The yellow card will be used for auditory review.

Spelling patterns: *k* is used after a consonant (*mask*), 2 vowels (*meeck*), and in silent *e* words (*make*).

c before *a, o, u* *k* before *e, i, y* *ck* after one short vowel

Games: (*ck* and short *a* words with blends decoding practice)

Play "Stuck Truck" card game with board. Use only the words with *a*.

Play the "Apple" card game. Use all the cards. Note the double vowel, as in *glass*.

Worksheets:

Workbook

Level 2 - Short Vowels:

The short vowels are the hardest to learn. With very little change in the shape of the mouth to say them, they're often not pronounced clearly. Thus, when heard, they sound so much alike. In particular, the sound of short *e* is often confused with short *a* and short *i*. In *Go Phonics* the short vowel sequence is: **a, i, o, u, e**.

In *Level 2* the first 7 stories have just short *a* words. Words with consonant blends (like *flat* and *grab*) have been added (with practice decoding these words in the games). The digraphs and trigraphs are taught one at a time (like *sh* in *ship* and *tch* in *catch*). These lessons are inserted between the short vowel lessons to extend the reading practice as each short vowel is added.

By the end of *Level 2*, students will know the name, formation, and sound of each short vowel, digraph, and trigraph. They will be able to spell/write these words, and read them fluently (17 word decoding games). They will have read 43 meaningful short vowel stories that build on the skills. Comprehension is aided in the worksheets (which include each story's language arts skills), and during oral reading.

Lesson for ck = /k/

am a a

ag a a

ack a a

Pam's

Sam's

The pan is black.
The bag is blue.

Pam's Black Jam
in

Pam has a glass.
The glass has black jam in it.
Sam pats the glass.
The glass has a crack.



Sam has black jam,
and black jam,
and black jam.



See Lesson Profile,
page 20.



Lesson for a-e = /ā/

Go Phonics®
LEV3: Lesson 1.1

Materials Needed:

- Letter cards a, e, i, o, u, sh, wh
- New cherry card a-e
- Snake Snack card game
- Workbook pages 1 to 7

Reminder:

Bold letter indicates the letter name.

a, apple /ā/

Letter between slash marks indicates the sound.

Demonstrate what the dash stands for in a-e. (It stands for a consonant.)

Consonants are letters that are not vowels. The following are all a-consonant-e words with different consonants

- safe
- sane
- sake
- same
- sale

Lesson 1 - At the Lake (Detailed Instructions)

Auditory Review: /ā/, /ē/, /ī/, /ō/, /ū/, /sh/, /wh/

Teacher holds cards so they can't be seen.

Teacher: "What says /ā/?"

Student: "a, apple, /ā/"

writing the letter with fingertips on the work surface as she names it

Teacher shows the letter card.

This procedure is repeated for each letter.

Spelling: For spelling, use some or all from the list provided, or use words from the *Words Lists* book.

hot, pot, top, stop, stopping, mess, less, res (nonsense), dress, jug, hug, rug, sug (nonsense), shrug, jump, dump, lump, fun, mun (nonsense), sun, run, running, swim, swam, sash, lash, splash, hen, when, hip, whip; red flag words: want, one, were

Teacher: "hot" (Use it in a sentence, then repeat the word.)

Student: "hot /ō/."

writing the letter in the air as she names it

Student writes the letter **a** on primary paper. On the next line she writes the spelling word, and reads it aloud "hot." When writing the spelling word, the student should segment it, saying each sound in a whisper as she writes the letter for that sound. Whisper: "/h/-ō/-t/!" Student reads the word.

This procedure is repeated for each word.

Visual Review: Use letter cards for vowels, digraphs, and trigraphs taught to date. As phonograms are taught, add them to the visual review. Example:

Teacher shows the card with the letter **u**.

Student: "u, umbrella, /ū/"

writing the letter with fingertips on the work surface as she names it

Phonogram: Teach the phonogram a-e, rake, /ā/.

On the *Key Word Chart*, remove the Post-it note from a-e. Explain that in this case the dash (-) stands for "consonant."

Teacher: "In words ending in a-consonant-e, the e is almost always silent. It changes the sound of a from the short sound /ā/ to the long sound /ā/. Different consonants can be used. Examples: can-cane, tap-tape, mat-mate." Have the student use her fingertips to practice writing a-e on the work surface. She will say "a-consonant-e" (as she writes "rake, /ā/."

Levels 3-5: the phonograms

Sequence matters! The brain has the capacity to form specialized areas that recognize patterns of information. It can then learn to recruit and connect the information from these areas automatically. It's why *Go Phonics* teaches the patterns. It makes sense!

Level 3 - Long Vowels starts with the vowel-consonant-e pattern, with e-e last. This smoothly moves into the next pattern of sounds: take the consonant out of e-e and you have ee. This makes the same sound. This is done to the other vowels—ie, oe, ue all have the long sound. This pattern is also taught: that ee will often end a word, but more often will be followed by a consonant. The others always come at the end of words. This provides a good strategy for spelling.

Students learn that ai and ay function in the same way. The i and y can be called twins. When students see that ai is always followed by a consonant, and ay is at the end of a word or syllable, they gain additional spelling strategies.



Plus e

man

ake

wake w

dig

pop

run

drip

wed

stop

slip

1-1-1 Rule

digging

Contractions

that is that's

here is

was not

are not

we are

you are

van are

vane

snake

At the Lake

my friend o'clock out too began your don't

"One of my friends is having a wedding," said Dad. "We're going to go."

Mom, Dad, and Jane dressed in their best things. Then they got in the van to make the trip.

It was hot in the van. Jane felt dripping wet.

They came to a lake. "It is so hot," said Jane. "Can we stop at this lake? If I can wade in the lake, I will not be so hot."

Snake Snack

Go Phonics

For visual review, teacher shows the **a-e** letter card.

Student: "a-consonant-e, rake, /ā/!"

writing a-e on the work surface as she names them

Teacher shows the card.

This procedure is the same for the next 3 lessons.

Mom's Scare

days robber under dinner



Kate and Dad were going on a fishing trip. They planned to be at the lake for 2 days.

Mom had fun on fishing trips, but she was not going on this one. Her club had planned a bake sale. She had to bake cakes and help at the sale.



NOTE:

Explain that the SOUNDS of the letters are what we use in reading. We cannot write sounds, only speak and hear them.

We write the letters that represent the sounds. Therefore, formation of the letter must be completed before the sound is given.

Reminder:

A contraction is a way to shorten a word by taking out a letter (or letters) and replacing it with an apostrophe.

we are — we're

Long vowels story
"Mom's Scare"

Mom made cakes all day. She was glad to get to bed.

She was just nodding off when there was a tapping on the pane. Was it a robber?



She began to shake. She had to be brave.

Mom lifted the shade a bit. There was not a thing there, so she went back to bed.

There was a lot of wind. Mom got under the blankets and nodded off, but not for long. There it was, the tapping on the pane. She jumped up and lifted the shade a bit.

Review the 1-1-1 rule:

Many one syllable words end with 1 vowel and 1 consonant (tap). To add a suffix that begins with a vowel, double the final consonant (the third 1).

Example: tap—tapping, fat—fatter—fatty

This rule works for all suffixes that begin with a vowel.

They are: **able, er, ed, est, ing, y**

This rule applies to multi-syllable words (upset), where the final syllable is accented. Example: **upset—upsetting**

Workbook page 6—1-1-1 rule

Introduce the silent **e** rule. For a word ending with silent **e**, drop the silent **e** before adding a suffix that begins with a vowel (**bake—baking**). Draw attention to this on the **Prefix and Suffix Chart**.

Workbook page 7—crossword puzzle (Use all capital letters.)

continued

The lesson continues with questions that can be asked as the student reads both stories.

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These decodable stories are a springboard for creative telling and writing:

As soon as Level 3 begins, journaling and creative writing can start. Creative telling gets the ball rolling as students share, "Something like this happened to me..."

Mom had saved a cake from the bake sale. Kate and Dad smacked their lips. Kate held up her plate.



"Not yet," said Mom. Then she began to tell the tale of her scare with the tapping branch. They all had to grin.



"No cake until you trim the long branches on that big shrub," she said.

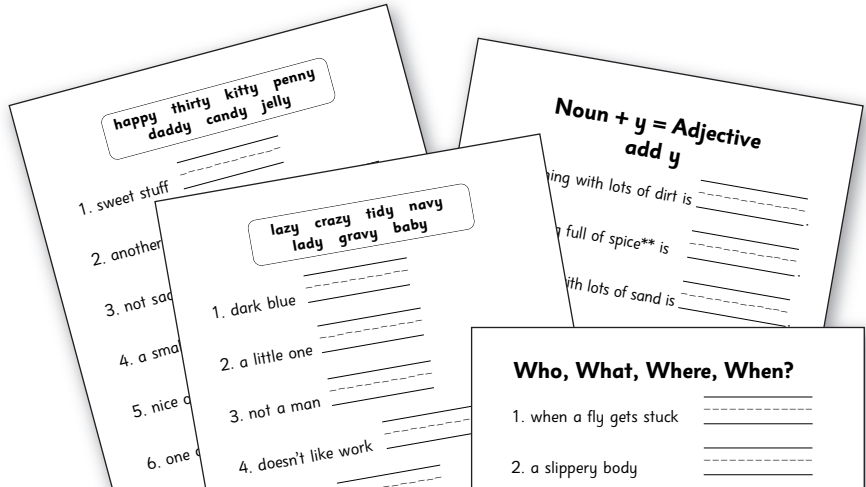
Did they do the job fast? What do you think?

Level 4 - Vowels Controlled by r and l

starts with the phonogram **ar**. This is one of the few sounds in English for which there is only one spelling. There are two ways to spell the **or** sound. Then come the other vowels and combinations to make the common sound **er**. An important concept taught here is that of all of these, **er** is the most important. True, the list of one-syllable words is short, but **er** comes at the end of hundreds of multi-syllable words. More importantly, it is used as a suffix to turn a verb into a noun, and make adjectives comparative.



Lesson for: y = /ī/, y = /ē/, y as a suffix



Why?

ever pretty move danger tooth

Why does a spider spin a web?

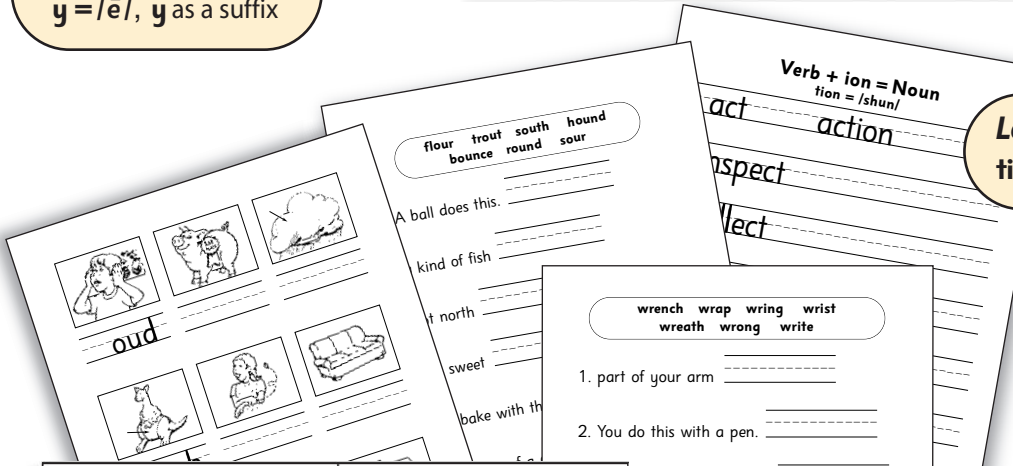
The spider spins a web so it can catch a fly. The web is sticky. When a fly gets stuck on it, the spider grabs it and eats it. The spider has a slippery body that keeps it from sticking to its own web.

Why do birds sing?

We use words to talk. Birds use songs. They may be singing, "This is my place." The male may sing to a female, "Say, pretty bird, will you be my wife?" A bird may call to another bird, "Take care! There's a kitty under your tree spying on you." Sometimes birds sing for the fun of it, just like we do.

Who, What, Where, When?

1. when a fly gets stuck _____
2. a slippery body _____
3. under your tree _____
4. a little baby _____
5. near you _____
6. a tiny airplane _____
7. a different pattern _____
8. at night _____



Lesson for: ou = /ou/, wr = /r/, tion = /shŭn/, suffix tion, prefix non

A Mouse in Our House

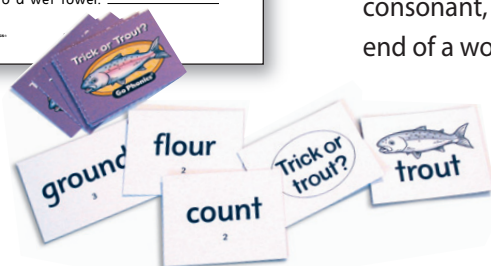
wonder laugh furnace

Pete, a twelve-year-old, lived in the town of Mount Vernon with his mom and dad. Pete was a match box car collector. Match box cars are tiny cars about two inches long.

In the summer, Pete earned money by mowing grass. He worked in his yard as well as other yards. He earned lots of money. He saved part of it. Part, he spent on match box cars.

Pete made many trips to the store. Each time he would come home with another car for his collection. Each time he would unwrap the car and throw the wrappings in his wastebasket. His wastebasket was a large woven basket. It sat beside his desk in front of the heat outlet.

Level 5 - More Vowel Pairs has a pattern worth noting. These pairs of phonograms are taught: **ow – ou, ew – eu, aw – au**. These pairs make the same sounds, but the ones with **u** never occur at the end of words—another strategy for spelling. With **oi** and **oy**, the **i** and **y** are acting like twins again. The **oi** is always followed by a consonant, and **oy** comes at the end of a word or syllable.



Go Phonics Scope of Phonics with Language Arts:

Common Core: The *Go Phonics* focus is to systematically build a phonics pathway of codes (structure of written language), and gradually introduce the CCSS K-2 language arts — applying those skills in reading and writing as they are taught.

◆ **Assessments:** to check for dyslexic tendencies; for placement; to track progress in letters, sounds, encoding, decoding, nonsense syllables, spelling choices, reading a decodable story (containing skills learned) ◆ red flag non-decodable words by level (regular and irregular words)

Level 1: Alphabet

name, formation, key word, and sound of all lowercase and capital letters (identify and match phonemes) ◆ avoids a sequence of aurally or visually similar sounds and letters ◆ read, write, spell 2 and 3 letter words with short **a** (ending in a consonant) ◆ identify and read (decode) rhyming words with short **a** ◆ identify rhyming sounds in print ◆ reading short **a** stories ◆ schwa () ◆ make predictions ◆ distinguish difference between phrases and sentences (capital letter/period) ◆ use of capital letters for proper nouns, beginning of sentence, titles of books ◆ become acquainted with nouns, verbs ◆ give sequence of events in a story ◆ identify the main characters in a story

Level 2: Short Vowels

word attack skills: match short vowel sounds, learn name, formation, sound (multi-sensory) AND read and spell words with these codes: short vowel sounds **a, i, o, u, and e** cvc words with digraphs and a trigraph: **ck=/k/, sh, th, ch=/ch/, tch=/ch/ ink, ank, ong, kn, ung, onk, unk, wh** beginning and ending consonant blends, riming words and onset (same beginning code) read and write using quotations, exclamation mark, possessive ('s), compound word, **ss, ll,** statement and question, suffixes **s, ing, ed, er** read/divide two syllable words (closed syllable), contractions with **is ('s)**, hyphenated word, double **ff, ('s)** possessive, learn 1-1-1 rule, abbreviations, contractions with **not (n't)** learn/read primary colors

Level 3: Long Vowels

read and spell long vowel words with vowel-consonant-**e: a-e, i-e, o-e, u-e, e-e** read and spell words with vowel pairs: **ee, ie, oe, ue, ea, oa, ai, ay**

able to distinguish short vowel words from long vowel words
apply word attack skills
match long vowel sounds
silent **e** rule, contractions with **are ('re)**
2-syllable words (open syllable)
c(e, i, y) = /s/, ph=/f/, g(e) = /j/
contractions with **will ('ll)**
write basic sentences correctly:
identify, correct sentence fragments with missing subjects
use present tense to indicate current action
write declarative sentences
use period to end declarative sentence
capitalize proper nouns: a person's name, the pronoun "I," geographic names
use commas with salutations of letter
use plural and singular forms of pronouns
match personal pronouns to person (he/she, it, they, etc.)
summarize decodable text-to-life stories:
identify main idea of story (uncued)
make inferences about lesson stories:
infer (unstated) character emotions from story elements
describe character attribute
draw conclusions from reading:
comprehends action not directly described
analyze character motivation
use context clues to comprehend new words
comprehend literal meaning of lesson stories:
comprehend sequence of events
identify events in a story
identify characters in story and story detail
evaluate story elements:
predict what character may say or do next
write a very short story: sentences follow in sequence, story sticks to subject

Level 4: Vowels Controlled by r and l

the phonograms **ar, or, er, ir, ur, ear-, (w)or-, a(l), g(e, i, y), -dle y** (as in *my*), **y** (as in *baby*), silent **e** syllable (as in *candle*)
letter combination **igh**
suffixes **ful, y, en**, prefix **un**
possessive with **s'**
silent **e** syllable,
accented and unaccented syllables
f to v rule, schwa ()
punctuate the ends of sentences:
declarative sentences with period
end of interrogative sentences with a question mark

differentiate statements from questions
apply rules of capitalization:
first person singular
the first word of a sentence
proper nouns
the greeting in a friendly letter
use commas correctly
use commas to punctuate close of a letter
apply rules for use of personal pronouns:
match pronoun to its antecedent in number
match pronoun to its antecedent in gender
differentiate types of literature:
identify the conventions of storybooks
read stories with several paragraphs in length
demonstrate grade level vocabulary
comprehension: apply synonyms, apply antonyms
use context clues to discern word meaning
deconstruct the literal meaning of metaphors, idioms
apply common adjectives
analyze reading selections:
draw unstated conclusion
generalize details to draw conclusions
synthesize details, and draw inferences
infer abstract meaning from concrete statements
recall stated information in grade level story:
tell what happened, and identify events
tell who the characters are in the story
identify facts
evaluate reading selections:
predict actions of characters
evaluate character's moral orientation
apply information about story to hypothetical event
analyze words:
identify compound words, root words of verbs
identify root words of adjectives/adverbs
identify descriptive and action words
deconstruct contractions into original word group

Level 5: More Vowel Pairs

read and spell words with:
the two sounds of **oo**, two sounds of **ou**
the sounds of the vowels with **w** and **u**—**ow, ou, ew, aw, au**
the vowel pairs **oi, oy, ey, ei**
the letter combination **eigh**, the short sound of **ea**
ch=/k/, dge=/j/, ind words, **wr, mb**
suffixes **ion, or, est, al, ful, some, age, ness, ward**
prefixes **non, fore, dis**
u=/oö/, sion=/shŭn/
(w)a=/ă/, ey=/ē/, y=/ÿ/, ie- =/ē/
homographs, antonymns
contractions with **would ('d)**
additional reinforcement of skills previously taught
rules of syllable division and practice

Go Phonics® REVIEWS & RESULTS

Go Phonics alignment with the core standards:

As I go through the year teaching **Go Phonics**, I check off the standards being covered as I go. It's all there within the instruction and materials—except the non-fiction vs. fiction component is missing. To address that, I supplement with leveled books and discuss it during creative telling and writing.

Monica H., 1st grade teacher - WI

Resource: "I wanted to use an Orton-Gillingham approach, so I invested in the **Go Phonics Program** because all the work has been done for me. It's all planned out in the *Teacher's Guide*, with materials I can use to reach these kids. When they come to me for reading, they're excited about it because they know they can do it."

D. Evans - resource teacher - WA

Foundations for Learning, LLC

Call us, order by mail with the Order Form, or order on-line at www.gophonics.com

We accept school purchase orders.

Phone: 1-800-553-5950 Pacific Time
Fax: 1-877-687-8804

District Level: **Go Phonics Kits** and books were purchased mid-school year for use by 50 elementary teachers to support the Anchorage School District Multisensory Program. "These first grade classrooms are definitely being utilized for placement of at-risk students for learning to read, write, and spell. The data shows that teachers using **Go Phonics** in the classroom had a 37% increase in proficient readers." Vicki Hodge - Anchorage SD, AK

Classroom: "I used the **Go Phonics Kit** during a long-term substitute position for 7 months of the school year, teaching 2nd grade struggling readers. I was introduced to **Go Phonics** at a workshop by the Anchorage School District. I found the games to be a great benefit. The students loved them. It improved their vocabulary, reading skills and thinking skills. The books are wonderful. The words in the games are tied to the books. I loved what I experienced in working with this program. All of my students were reading at grade level by the end of the year. I attribute this to this wonderful program." Mary Duer, reading specialist - AK

Home Education: "I homeschooled my daughter using your program. She entered public school this year as a 3rd grader. As I knew, she was put in special ed. The amazing part is the teachers and the principal noticed what a good reader she was. They all said she would not be at grade level if it was not for homeschooling. This is my daughter who could not read 3 letter words at the beginning of 1st grade. They are keeping her in special ed so she does not fall behind. Her main teacher commented on what a good reader she was and how she could tell I worked with her. This is only possible because of your amazing program!!!"

Christina B., home educator - AK

Learning Center: "With the addition of the **Go Phonics Multisensory Reading Program**, *Clever Minds* is equipped to teach students who are having a difficult time learning to read due to speech and language delays and/or learning disabilities. It walks students through 5 levels of reading through games, books, and activities. We invested in **Go Phonics** for many reasons. It has a strong correlation with the National Reading Panel's (reading research) recommendations. With the program's strong phonics foundation, students will learn to decode and encode words to better increase fluency and comprehension. **Go Phonics** is also consistent with the **Houghton Mifflin Reading Curriculum** provided in TTUSD. Finally, this program is regarded... as one of the best tutoring tools available to teach students with dyslexia."

Clever Minds Educational Services - Truckee, CA

Home Education: "We started **Go Phonics** when my daughter started Kindergarten. We have absolutely loved it! I became interested in using **Go Phonics** shortly after I was diagnosed with dyslexia as an adult. It was my daughter's difficulty with learning the alphabet that led to my own diagnosis, so I wanted to start out with a strong, Orton Gillingham based program. **Go Phonics** has been wonderful! We have loved the games, the multisensory approach, the well-illustrated stories with interesting characters, and the workbooks with just the right balance of being visually interesting without being distracting.

"My daughter has developed an avid love for reading --it is her favorite subject in school. It has meant the world to me to see her eagerness to read anything she can get her hands on. What a gift to have had such a strong program starting out, and not to have gone through the heartache of reading being a burden and struggle!" A. Weber, home educator - MN

Kindergarten Class

In August

5 students: Did not know names of letters or sounds
 8 students: Knew the names of letters
 4 students: Knew letter names and sounds

ALL students started at Level 1: Alphabet—name, formation, sound

Mid March

12 students: halfway through Level 2, reading short vowel stories
 5 students: beginning Level 3, reading long vowel stories

**Go Phonics®
 REVIEWS & RESULTS**

“Teachers need to better understand the science of reading. Our district is focusing on this research. As elementary teachers, we’ve been getting LETRS training. What we’re learning aligns well with the way Sylvia Davison has designed the Go Phonics Program. She does such a wonderful job preparing teachers in the Teacher’s Guide for common student misconceptions (ie: tr sounding like chr). This knowledge allows us as teachers to better prevent or correct these errors.”

Monica H., 1st Grade Teacher - WI

Kindergarten: “This has been the second year I have used *Go Phonics* in my kindergarten classroom and I want to shout from the roof top how well my kids are reading and writing! Their accomplishments have been absolutely amazing. Your methods started them from day one holding their pencils the correct way, and have eliminated letter reversals. As of mid-March, one group is now half way through **Level 2** (short vowels). I also have another group in **Level 3** (long vowels) reading with ease. This program is so very teacher friendly and it supplies everything needed to teach no matter what the individual student’s needs are. That is essential today when we teachers are given students with such a wide array of beginning capabilities and special needs.”

Rita Newmarker, kindergarten teacher—GA

1st Grade Classroom:

The following are results from the *Woodcock Johnson III Diagnostic Reading Battery* given to 9 first grade students from two classrooms. Students were tested at the beginning of the school year (9/24) for skills shown. The *Go Phonics Program* (First Edition) was used as the core reading curriculum during this 2004-05 school year. NOTE: As of mid-March, students began transitioning into *Open Court* (adopted program) as they completed *Go Phonics Level 4—Vowels Controlled by r and l*, and supplemented with *Level 5—More Vowel Pairs*.

Woodcock Johnson III Diagnostic Reading Battery St. Joseph’s School in Issaquah, WA

	Word Attack		Reading Fluency		Passage Comprehension		Spelling of Sounds	
	9/24	3/15	9/24	3/15	9/24	3/15	9/24	3/15
Student #1	1.8	4.7	<K.9	3.0	K.8	3.2	1.4	5.9
Student #2	1.8	2.7	<K.9	2.4	1.0	1.9	1.4	5.3
Student #3	1.6	3.4	<K.9	3.7	1.3	2.6	3.0	4.4
Student #4	1.9	4.4	2.0	3.4	1.6	2.6	2.7	7.1
Student #5	1.8	6.8	2.5	3.9	1.9	3.0	1.6	5.9
Student #6	1.6	3.7	<K.9	3.2	<K.0	3.0	2.0	2.7
Student #7	1.0	3.4	<K.9	2.1	K.7	2.1	1.2	4.0
Student #8	1.9	4.4	<K.9	2.9	1.1	2.7	2.1	4.0
Student #9	1.0	2.1	<K.9	2.3	K.6	1.8	K.2	3.7

2nd Grade Classroom:

“I’m not a remedial teacher... I’m a classroom teacher with an intense desire to see kids succeed in school. Many of the children in my 2nd grade class started the school year reading at below beginning 1st grade level (<1.0). I used *Go Phonics* as my prime reading program (supplemented with read-alouds from our district’s anthology). With *Go Phonics*, I saw the positive results first hand.”

Kristine Kukla, 2nd grade teacher—NY

	Sept.	Jan.	June
Student #1	<1.0	2.1	2.3
Student #2	<1.0	1.7	2.8
Student #3	<1.0	1.6	3.1
Student #4	<1.0	1.1	2.1
Student #5	<1.0	1.7	2.2
Student #6	<1.0	2.2	3.5
Student #7	<1.0	2.0	2.7
Student #8	<1.0	1.5	2.5
Student #9	<1.0	2.0	2.8
Student #10	<1.0	1.6	2.0
Student #11	1.2	2.7	3.0

Go Phonics®

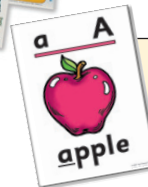
Go Phonics (Basic) Kit:

- Basic Skills Assessments
 - Teacher's Guide
 - Set of 5 Workbooks Levels 1-5
 - 108 Letter Cards Set
 - Key Word Chart Set:
 - 3 Key Word Charts (96 KW)
 - 1 Prefix and Suffix Chart
 - Songbook with audio CD
 - Word Lists book
- 7 Storybook Volumes Levels 1-5:
 - Level 1: *Scat! Short a Stories* 8 stories/110p
 - L2: *The Fat Cat - Short Vowel Stories* 22 stories/86p
 - L2: *Jack's Cap - More SV Stories* 21 stories/96p
 - L3: *Sue and Joe's Pies - Long Vowel Stories* 9st./64p
 - L3: *Noses and Roses-More LV Vowel Stories* 9/64p
 - L4: *My Turn - Vowels Controlled by r & l* 10 st./88p
 - L5: *Cooking on the Front Burner - More Vowel Pairs* 13 stories/118pages



Go Phonics 50 Game Set

- Valuable word decoding fluency practice Levels 1-5
- ◆ 1400+ cards
 - ◆ 11 game boards, now laminated - 5 mil. matte
 - ◆ 4 spinner cards
 - ◆ Game Rules Guide
 - ◆ 2 card trays, carry case
 - ◆ game pieces
- Some deperforating & assembly
GPGM3100 \$195.00



Key Word Card Set 96 full color cards, ideal for group instruction (same images as Key Word Charts in kit) GPCD9602 \$30.00

Go Phonics Teacher Program Pkg. GPTP3105 \$520. + \$38. SH

Ideal for teachers, tutors, aides, it includes **blackline master permission***

- **Teacher Edition Basic Kit*** • **E-Learning** Parts 1 & 2 - 2 yr subscription
- **Go Phonics 50 Game Set** fluency, automatic code recognition, vocabulary

***Blackline Master Permission** to duplicate, copy, project on whiteboard... for use on-site in your classroom or tutoring: Assessments, 5 workbooks, 3 Level 1 story masters, 5 B&Wcharts (key word, prefix/suffix, letter formation).

For group instruction: order enough readers for a group, Key Word Card Set

Go Phonics Home Program Pkg. GPHP3105 \$465 + \$38. SH

Ideal for parents & homeschool, it includes teaching phonics Levels 1-5, reading, handwriting, spelling, fluency, comprehension, K-2 language arts...

- **Home Edition Basic Kit*** w/1 set **consumable** workbooks (to be written).
- **Go Phonics 50 Game Set** (11 laminated boards, 1400 cards, 4 spinners),
- **E-Learning** Parts 1 & 2 - 2 year subscription for Levels 1-5.

(*Option: Basic Kit only: **GPHB2106** \$280.00 plus \$28. S&H UPS)

GP Home School Curriculum on a Budget: 3 part purchase

1st Purchase: The Instructional Materials (all levels) include the Teacher's Guide, Word Lists bk., Letter Card Set, Key Word Chart Set, Assessments, Songs. **Practice Tools Levels 1 & 2:** 2 workbooks (Level 1 - Alphabet, Level 2 - Short Vowels), Levels 1 and 2 storybook volumes (SC, FC, JC), Level 1 card games, **Basic Skills Assessments** download. **E-Learning** Part 1, for 2 years

GPHCB101 \$210.00 plus \$21. S&H UPS

2nd Purchase: Go Phonics 50 Game Set (all levels) word decoding practice for reading fluency, vocabulary. Order before starting Level 2 - Short Vowel lessons (17 games in that level). **OPTION:** Use the Word Lists to create games.

GPGM3100 \$195.00 plus \$19.50 S&H UPS

3rd Purchase: Levels 3-5 Practice Tools include 3 consumable workbooks and 4 storybook volumes. **E-Learning** Part 2 - 2 years (Part 1 prerequisite)

GPHCB201 \$95.00 plus \$11. S&H USPS

Go Phonics Packages, Discounts, Prices (in U.S. \$ funds) subject to change without notice. UPS prices may change and apply to continental U.S. only.

8/18/2021

About E-Learning:

Author, Sylvia S. Davison has taught struggling/dyslexic beginning readers for over 40 years (2nd grd. classes for 18, tutoring for 26). Her initial training (in Renton, WA) was an adaptation of the *Orton-Gillingham Approach* for classroom use (now the Slingerland Institute).

Go Phonics Tutorials



Sylvia developed the *Go Phonics* framework to minimize the confusions beginning readers have. She designed a cohesive set of materials for the needed practice, with success built-in to every lesson. Sylvia has tutored more than 400 using *Go Phonics*. Parent and teacher involvement helped her refine the Teacher's Guide and know what to present in E-Learning.

Go Phonics E-Learning compliments the Teacher's Guide as Sylvia models, demonstrates, shares experiences, and explains important concepts and rules in simple language you can use with your students. You'll be learning how to get organized, how to set up your teaching area, about additional items you can make, and how to play certain games more efficiently.

Every part of a lesson in teaching these phonetic codes is important in making the literacy connectons. You'll be moving through the program(ming) a step at a time, just like the student. With a strategized phonics sequence and fun materials to carry out the lessons (the DOING), teaching and learning become ALOT easier! There are lots of tips to boost results and save time.

Each segment online (averaging 5 to 13 minutes), can be viewed before teaching a lesson or all at once as an overview. Review whenever needed. Filmed in her tutoring classroom, the information can be adapted to group instruction. See Class Management/Group Instruction in the Teacher's Guide.

Go Phonics E-Learning on-line data base includes free downloads.

Part 1 *Assessing, Pronunciation, Materials Needed, Handwriting, Level 1 - Alphabet, Level 2 - Short Vowels (plus digraphs, trigraphs)*

Part 2 *Levels 3, 4, and 5 lessons* (See 4 video excerpts at <http://gophonics.com>)

Ordering Guide 2021 Page 2

How to Order:

Phone: **800-553-5950** or **509-687-1513**

Questions, Orders, and Brochures
MONDAY - FRIDAY, 8 AM - 5 PM, Pacific Time

Fax: **877-687-8804** or **509-687-8804**

Online store: **gophonics.com** (There may be some limitations with shopping cart.)

Mail: Send your purchase order, or the order form with check or money order payable to:

Foundations for Learning, LLC
246 W. Manson Hwy., PMB 144
Chelan, WA 98816

Payment Methods:

Purchase Orders: Schools and public institutions may charge their orders with authorized purchase orders. Terms: 45 days from the invoice date (net 30 from delivery date) and are subject to a late charge for past due balances over 60 days. For larger, quantity orders, call for a written quote with current pricing on the order, shipping, and handling. Weights vary and it affects shipping costs. Purchase orders and checks must include sufficient shipping to process order.

Individual Orders: Credit card (Visa, Master, Discover), check or money order in U.S. funds.

Return Policy:

If you are not satisfied with a product, please return it within 30 days to get a refund, credit or exchange (less any shipping fees). Items must be in resellable condition. Contact us for the required **Return Authorization Number** (to match your return with your original order), and the ship-to address. **Shortages:** report within 7 days of receiving your order.

Shipping & Handling in continental US: We ship smaller orders via U.S. Postal Service Media Mail Rate. Larger orders ship UPS ground unless the address is a P.O. Box.

Orders under \$45.00	\$6.50
\$45.00 up to \$65.00	\$8.00
\$65.00 up to \$85.00	\$9.50
\$85.00 up to \$105.00	\$11.00
\$105.00 up to \$125.00	\$12.50
\$125.00 and up (kits not included)	10%

Larger orders: Call for a quote

Program Package \$ 38.00 UPS

AK, HI ship UPS, or USPS Priority \$79.00

Special shipping requests, check below:

For International, Priority, rush orders, please contact Customer Service for a quote.

Prices subject to change
without notice 8/18/21

PACKAGES/KITS: See Package/Kit shipping rates: Ordering Guide Page 1

SOURCE CODE GP8-2021

Unit Price QTY/\$

GPTP3105	Teacher Program Pkg. Basic Kit w/BLMP,* 50 Game Set, E-Learning Part 1 & 2 - 2yr.	520.00
GPTB2105	Teacher Edition Basic Kit: w/BLMP* E-Learning Part 1 & 2 - 2yr. Go Phonics 50 Game Set: purchase when starting Level 2.	340.00
*BLMP: Blackline master permission to duplicate for multiple student use on-site by an instructor, or in a classroom: 5 workbooks, Assessments, masters for 3 Short <i>a</i> Stories and 5 Charts		
GPHP3106	Home Program Pkg. Basic Kit w/consum. wbks., 50 Game Set, E-Learning P1 & 2 - 2yr.	465.00
GPHB2106	Home Edition Basic Kit w/consumable workbooks, E-Learning P1 & 2 - 2yr. Go Phonics 50 Game Set: purchase when starting Level 2.	280.00
Home School Curriculum on a Budget: Use this form and contact us to place order (if not available on-line).		
GPHCB101	1st Purchase Instruction Materials for Levels 1-5, Part 1: Levels 1 & 2 workbks, readers Comes with E-Learning Part 1	210.00
GPGM3100	2nd Purchase: Set of 50 Phonics Fluency Games (when starting Level 2)	195.00
GPHCB201	3rd Purchase** Part 2: Levels 3 - 5 workbooks, readers Comes with E-Learning Part 2 - 2 year and Part 1 extended. **First purchase invoice # required.	95.00

SETS:

Unit Price QTY/\$

GPGM3100	Set of 50 Phonics Games Levels 1-5, with 11 laminated game boards, 1400 cards	195.00
GPCD9602	SUPPLEMENT: Key Word Card Set of 96 color for groups (not in kit/pkg.)	30.00

BASIC KIT ITEMS - ALSO SOLD SEPARATELY:

Unit Price QTY/\$

GPTG5001	Teacher's Guide (Strategies, techniques, rules, lesson plans... for levels 1-5)	60.00			
GPBSA200	Basic Skills Assessments CD or download Manual/Student Bks (<i>non-refundable</i>)	39.00			
GPCH4001	Key Word Chart Set (3 Key Word Charts/1 Prefix & Suffix Chart)	11.00			
GPLC2108	Letter Cards Set of 108	16.00			
GPWL2100	Word Lists Book	18.00			
GPSO1001	Songbook with Audio CD	11.00			
GMCDL106	2 Card Games Set Level 1 Alphabet & Short <i>a</i> words (comes in 50 Game Set)	5.00			
GPWBC101	Workbook Level 1 consumable	10.60	GPWBB101	Workbook w/BLMP	21.60
GPWBC201	Workbook Level 2 consumable	10.60	GPWBB201	Workbook w/BLMP	21.60
GPWBC301	Workbook Level 3 consumable	8.60	GPWBB301	Workbook w/BLMP	17.60
GPWBC401	Workbook Level 4 consumable	8.60	GPWBB401	Workbook w/BLMP	17.60
GPWBC501	Workbook Level 5 consumable	10.60	GPWBB501	Workbook w/BLMP	21.60
GPWBC105	Set of 5 Workbooks, Levels 1-5 consumable (Ask for quote on QTY order.)	49.00			
GPWBB205	Set of 5 Workbooks, Levels 1-5 with blackline master permission (BLMP)	100.00			

7 STORYBOOK VOLUMES For group instruction, order additional readers.

Unit Price QTY/\$

GPSB7000	Set of 7 Storybook Volumes, Levels 1-5 1 ea. 7 titles listed below # ____ sets x 128.00 =	
GPSBL101	L1 Scat! - Short a Stories volume 110 pg/8 stories	14.60
GPSBL201	L2 The Fat Cat - Short Vowel Stories volume 86 pg/22 stories	19.00
GPSBS201	L2 Jack's Cap - More Short Vowel Stories volume 96 pg/21 stories	19.00
GPSBL301	L3 Sue and Joe's Pies - Long Vowel Stories volume 64 pg/9 stories	16.40
GPSBS301	L3 Noses and Roses - More Long Vowel Stories volume 64 pg/9 stories	16.40
GPSBL401	L4 My Turn-Stories w/ Vowels Controlled by r & l volume 88 pg/10 stories	19.00
GPSBL501	L5 Cooking on the Front Burner - More Vowel Pairs 118 pg/13 stories	23.60

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PHONE _____ E-MAIL _____	WA, NJ residents sales tax	
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