

# Go Phonics® Reading Program

Over 90 phonetically sequenced, decodable stories build reading skills!

**Go Phonics** has integrated tools and guided lesson plans that empower interventionists, teachers, and parents to teach their **struggling and beginning readers**. Compatible with the *Orton-Gillingham approach*, explicit, systematic, multisensory phonics lessons steer the course. It's a basic skills foundation of applied phonics and language arts. **From start: Alphabet** (name, formation, sound)... **to finish: More Vowel Pairs**, students are phonetically spelling and reading words, then stories. Lessons include *phonemic awareness, phonics, reading, spelling, rules, handwriting, vocabulary enrichment, fluency, comprehension, language arts...* They're all taught in support of each phonics lesson. In building block fashion students learn, practice, then apply skills in meaningful, decodable stories they can really read. *Confidence soars!*

## KEY COMPONENTS:

**50 Phonics Games** build fluency with fun, hands-on practice sounding out many words with the new code, which helps to identify the codes in words when reading text.

*"I didn't realize the power of these 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!"*

M. Hanz - first grade teacher

**5 Workbooks** with phonics and language arts support each lesson, providing practice with skills needed to read the decodable story: grammar, punctuation, comprehension, compound words, suffixes...

## 7 Decodable Storybook Volumes

support the explicit phonics lessons, Levels 1-5. At least 93% decodable, they're also cumulative for ongoing practice and reinforcement.

From Start

to Finish

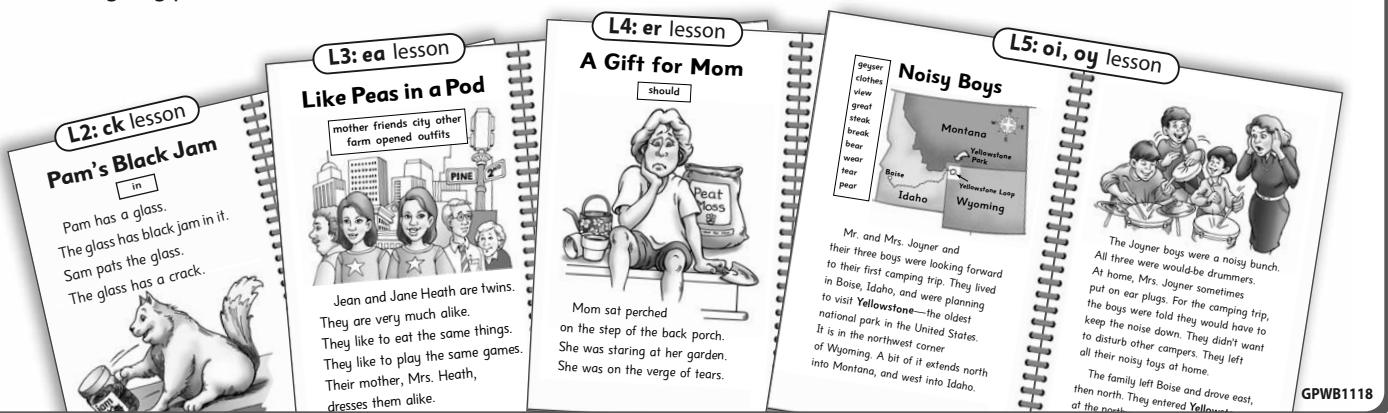
Alphabet • Short Vowels • Long Vowels • Vowels with r & l • Vowel Pairs

*"I wanted a phonics program with books our kids can really read, and practice sounding out meaningful text. Otherwise they just memorize, or stumble and guess (which hurts comprehension). In Go Phonics lessons they're applying new and previous skills in a delightful story—over 90% decodable. That's about as pure as it gets in decodable text!"*

F. Troutman, curriculum director – AZ

**Go Phonics Overview/Catalog Download File:**

[www.gophonics.com](http://www.gophonics.com) or call: **800-553-5950 PT**



# 7 Leveled Volumes of Decodable Stories

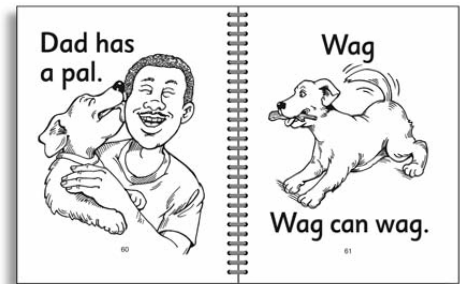
by Sylvia S. Davison

**Go Phonics®**  
INTEGRATED TOOLS

**Go Phonics stories are a big advantage:** They're uniquely written with highly controlled vocabulary (93% decodable or better) that supports the 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 just 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.

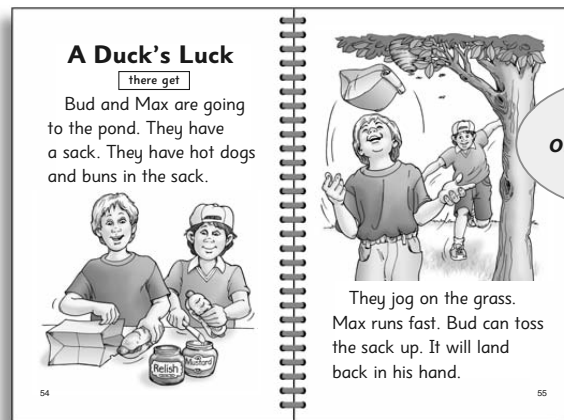
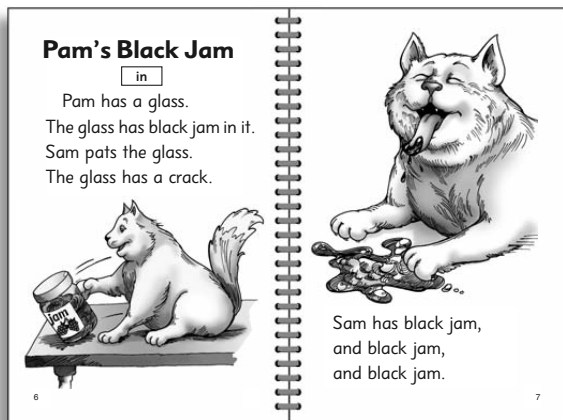
1 Set of all 7 volumes:

**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**



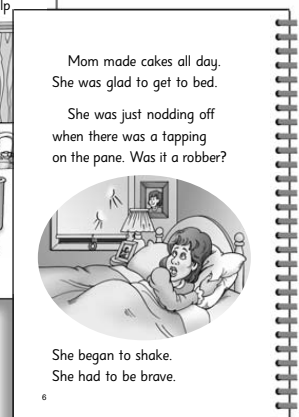
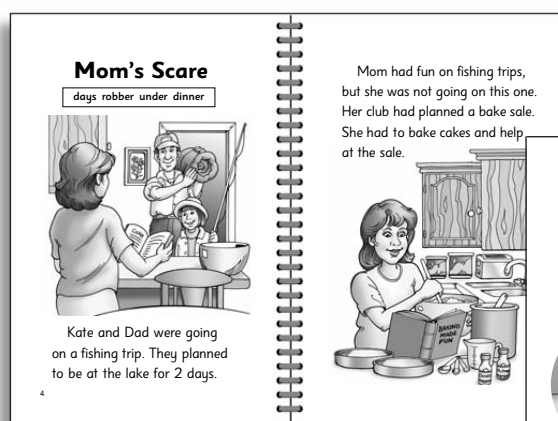
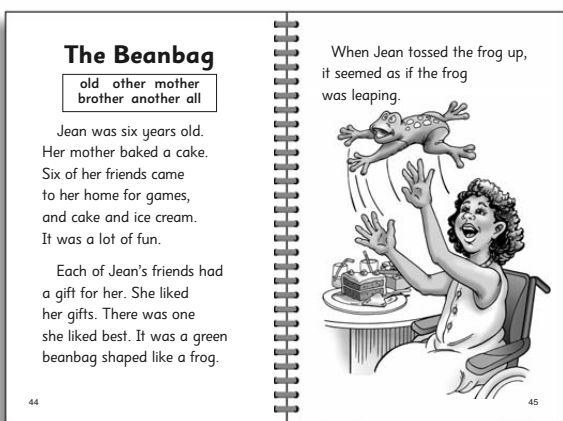
Plastic covers on the books for durability

## 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**

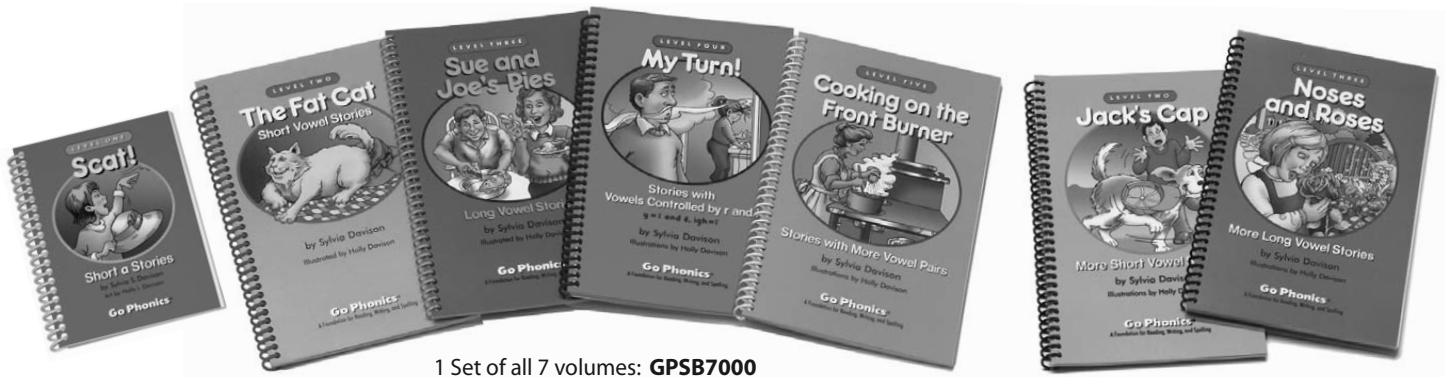


## L3: Sue and Joe's Pies – Long Vowel Stories

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**

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.

**Go Phonics Overview  
with Catalog & Pricing**

Download on-line or call us.  
[www.gophonics.com](http://www.gophonics.com)  
**800-553-5950** PT

*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
	<b>Quick Reference Chart:</b>	Procedure for Teaching a Letter	33
1 - 7		<b>l, t, f, h, b, c, a</b> , student reads 5 " <b>at</b> " words	40-51
	<b>Quick Reference Charts:</b>	Procedure for Reading and Spelling Words	52-53
8 - 15	<b>Scat!</b>	<b>d, g, r, n, m, s, p, i, l</b> , schwa sound for word <b>a</b>	54-68
16	<b>A Tan Van</b>	<b>v</b>	69-70
117-18	<b>A Map</b>	<b>j, o</b>	71-74
119	<b>Zap</b>	<b>z</b>	75-76
20	<b>A Fan</b>	<b>w, ?</b>	77-78
21 - 22	<b>Ham and Yams</b>	<b>u, y</b>	81-82
23-24	<b>The Tan Cab</b>	<b>x, e</b>	83-86
225-26	<b>A Fat Rat</b>	<b>k, qu</b>	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	<b>/ă/</b> , suffix <b>s</b> , quotations, <b>!</b>		96
2. Pam's Black Jam Dan's Cab	<b>ck = /k/</b> , possessive- <b>'s</b> , compound word, <b>ss</b>		99
3. Brad's Rash	<b>sh</b>		101
4. A Big Pig	<b>/ĩ/</b> , <b>th, ll</b>		103
5. Masks and Shin Pads	<b>ch = /ch/</b>		105
6. Tab and Jip	<b>tch = /ch/</b>		107
7. Jill's String	<b>ing, ang</b>		109
8. Hank	<b>ink, ank</b> 2-syllable word (closed syllable)		111
9. The Snack	suffix <b>ing</b>		113
10. A Hot Pot	<b>/ö/</b> , suffix <b>es</b> , contractions with <b>is ('s)</b>		115
11. Mom's Tom-tom	hyphenated word, <b>c(e) = /s/</b>		117
12. The Picnic	1-1-1 rule		119
13. Dot Jogs	abbreviations		121
14. The Clock			123
15. The Bug Jug	<b>/ũ/</b> , <b>ong, ung</b>		125
16. The Dump Truck	<b>onk</b> (Level 2 Workbook), <b>unk</b>		127
17. The Fish Pond	suffix <b>ed</b> , contractions with <b>not (n't)</b>		129
18. The Skunk			131
19. A Wet Pet	<b>/ě/</b>		133
20. Ted's Trunk			135
21. The Camp Robber	suffix <b>er, wh</b>		137

**Noses and Roses**  
extended reading:

1. Mom's Scare
2. A Gift for Dad <b>kn</b>
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	<b>a</b> -consonant- <b>e</b> = /ā/, contractions with <i>are</i> ('re) silent <b>e</b> rule, 2-syllable word (open syllable)	144
2. Mike's Kite	<b>i</b> -consonant- <b>e</b> = /ī/, <b>c</b> before <b>e, i, y</b> = /s/	148
3. Spot's Bones	<b>o</b> -consonant- <b>e</b> = /ō/	151
4. Isn't That Cute	<b>u</b> -consonant- <b>e</b> = /ū/ and /ōō/, <b>e</b> -consonant- <b>e</b> = /ē/, <b>ph</b>	153
5. You'll See	<b>ee</b> = /ē/, contractions with <i>will</i> ('ll)	155
6. Sue and Joe's Pies	<b>ie</b> = /ī/, <b>oe</b> = /ō/, <b>ue</b> = /ū/ and /ōō/	157
7. The Beanbag	<b>ea</b> = /ē/	159
8. The Goat	<b>oa</b> = /ō/	161
9. Kay's Braids	<b>ai</b> = /ā/, <b>ay</b> = /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	<b>ar</b> = /är/, shwa, suffix <b>ful</b>	168
2. The Big Storm	<b>or, (w)ar, = /ôr/, (qu)ar = /ôr/</b> (Level 4 Workbook)	172
3. A Gift for Mom	<b>er</b> = /ûr/	174
4. Cupcakes and Birds	<b>ir</b> = /ûr/	176
5. My Turn	<b>ur</b> = /ûr/	178
6. Earthworms	<b>ear-, (w)or, ar and or</b> (not accented) = /ûr/	180
7. Not Bad at All	<b>a(l) = /ô/, g</b> before <b>e, i, y</b> = /j/, possessive with <i>s</i> , suffix <b>est</b>	182
8. A Harvest Party	silent <b>e</b> syllable, change <b>f</b> to <b>v</b> rule, suffix <b>ly</b>	184
9. Why?	<b>y</b> = /ī/, <b>y</b> = /ē/, <b>y</b> as a suffix	186
10. Night Light	<b>igh</b> = /ī/, suffix <b>en</b> , prefix <b>un</b>	188

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

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