

Research Based:

Go Phonics is **Orton-Gillingham** based and compatible, and aligns with the National Reading Panel research.

Go Phonics emphasizes letter sound (phonemes), letter formation (handwriting), and decoding (phonics). When handwriting is minimized or overlooked, the gateway to learning is less effective or collapses. Research has not addressed handwriting, but it is an important part of learning.

With **Go Phonics**, students aren't just learning words. There is meaning and enjoyment in reading in addition to emphasizing the code.

Phonics instruction, to be effective in promoting independence in reading, must be embedded in the context of a total reading/language arts program.

International Reading Assoc.
Phonics Position Paper

"The National Reading Panel's analysis made it clear that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance comprehension."

Orton Gillingham was evaluated along with other specific programs in at least three different studies—National Reading Panel Report: Part II, Phonics Instruction

Go Phonics strategies include explicit instruction in phonemic awareness and proper letter formation, explicit and systematic phonics, and activities for improving fluency and comprehension that include 50 phonics games, worksheets, and oral reading of decodable text-to-life stories.

Gibson concluded that the sooner a child learns that what he/she says is determined by the letters that make up the words, the better:

"Many children start school with the notion that reading is speaking with books open in front of them...the earlier the realization by the child that what he says must be determined by what is printed, the better is the prognosis for early reading achievement."

Gibson, E.D., Levin, H. (1975). *The Psychology of Reading*. Cambridge, MA: MIT Press.

With **Go Phonics**, students are taught the name, proper formation, and sound of each letter, in a sequence for reading words early-on. After 7 letters have been taught, the student can read 5 words. After 15 letters have been taught, the student can begin reading the **Go Phonics** short a mini-stories.

"The research ... indicates that a code-emphasis method – i.e., one that views beginning reading as essentially different from mature reading and emphasizes learning of the printed code for the spoken language – produces better results ... The results are better, not only in terms of the mechanical aspects of literacy alone, as was once supposed, but also in terms of the ultimate goals of reading instruction – comprehension and possibly even speed of reading. The long-existing fear that an initial code emphasis produces readers who do not read for meaning or with enjoyment is unfounded. On the contrary, the evidence indicates that better results in terms of reading for meaning are achieved with the programs that emphasize code at the start than with the programs that stress meaning at the beginning."

Reference: Chall, Jean S., "Learning to Read: The Great Debate", 1967, 1983, 1996. Page 307 in the last of these 3 surveys of the entire body of reading research available up to the date of the survey

Foorman commented, "to the extent that meaning-oriented programs include instruction in phonic principles, there is little opportunity to practice applying these principles in connected reading. On the other hand, just because a program is described as a phonics program, one cannot assume that there will be a good match between phonic generalizations taught and opportunity to exercise the generalization in text."

Foorman, B. (1995). "Research on 'the great debate': Code oriented versus whole language approaches to reading instruction," in *School Psychology Review*, 24(3), 376-392.

Go Phonics decodable, controlled vocabulary stories are phonetically sequenced. Lessons teach skills that directly relate to the story at the end of the lesson. The stories then provide students with the opportunity to directly exercise their phonics and language arts skills in meaningful text.