

Go Phonics® PROGRAM RESULTS

Go Phonics is wonderful! My children love everything about the program. I am home schooling my 3 children (2nd, 1st and K) and I am able to teach them all together. Thank you so much.

Dawn Smoke, home educator—AL

"I like the way you teach one sound at a time and that each game focuses on just one sound. Thanks to this program, my son is no longer in remedial reading and is making great progress."

Debbie V., parent — WA

Regarding natural readers:

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.

Foundations for Learning, LLC

246 W. Manson Hwy., PMB144

Chelan, WA 98816

1-800-553-5950

www.gophonics.com

Reviews & Testimonials by Go Phonics Users

My oldest daughter has dyslexia and I struggled through many different programs. Go Phonics turned her failures into triumphs: she's reading at grade level and her confidence has soared! I started my younger one at age 5. She's almost done and has loved the program, especially the stories (good characters and plots). Now she reads all the time. I would heartily recommend Go Phonics. The success it has achieved with two very different learning styles attests to its effectiveness. Kim King, 17-year home educator/advisor

This is a fabulous program! It has helped my son tremendously. With this program, in 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—NJ

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 Slingerland® Program and was given a kit to use in the classroom. 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

The games and songs are such a blessing! The games really work as "engaging" games. He was playing! As long as he could beat mom in a game it was not work. The books are fun, funny, and delightfully illustrated. It is so obvious that this was a well thought out program. Janet Zugar, parent

My 5-year old daughter was really struggling. I even have a Slingerland® teaching background. But without the materials to go with my training, it was difficult to make progress. Then I started teaching her with Go Phonics. It compliments my Slingerland training. She is learning her letters and beginning to read. This program really works!

Nancy Winniford, home educator and teacher—AK

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 home-schooling. 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!!! Thank you again from the bottom of my heart.

Christina B., home educator - AK

Go Phonics® Uses, Testimonials

- ✦ **Classroom/Small Group** K-1 or 2... curriculum or supplement
- ✦ **Tutoring, Remedial Reading, 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**

Used by reading specialists, teachers and their aides, tutors, home educators, parents ...

If you have questions or comments, feel free to e-mail us at:
info@gophonics.com
or call 1-800-553-5950
Pacific Time

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Sample Lessons
www.gophonics.com

District Level: Over \$50,000 was received in Learning Opportunity Grant funds this year (2003). The biggest expenditure was for **Go Phonics Kits** to support Slingerland® teachers with additional decodable texts, black line masters, lesson plans, and games. The data shows that teachers using the **Go Phonics Kits** in the classroom had a 37% increase in proficient readers. The Grant also funded a one-day in-service for first grade Slingerland teachers in September. I found it interesting that the fall assessment shows that only 30% of students placed in Slingerland first grade classrooms were proficient. By the end of the year, 68% of the students were proficient, and 32% were potentially struggling. This data suggests some important information: 1) Slingerland first grade classrooms are definitely being utilized for placement of at-risk students for learning to read, write, and spell. (Only 30% were considered to be at grade level by the beginning of first grade.) 2) The data points to a need for simultaneous, multisensory, direct instruction at the second grade level since 32% of students are not proficient by the end of first grade. That corresponds to National data as well, that a large number of children need more than one year to become proficient in reading.

Vicki Hodge—Anchorage School District, AK

Home Education: "This is a wonderful program. It has helped both my children tremendously. The oldest is 9 and has severe ADHD in addition to dyslexia. The program really holds his interest as well as my 7 year old's. They love the games and also enjoy the workbooks and stories. We've done other programs, but **Go Phonics** made it all click. It has made a world of difference and has really built his confidence level. The first grader, who doesn't have problems, is moving through the program smoothly and quickly."

Franca Landreth— home educator

Resource: "As a resource teacher I get students with behavior disorders, non-verbal disorders, bipolar, Asbergers, dyslexia... This program is absolutely wonderful! I wanted to use the Orton-Gillingham approach, so I invested in **Go Phonics** 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

Learning Center: "With the addition of the **Go Phonics Multisensory Reading Program**, Clever Minds is now 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 recommendations in *Put Reading First*. With the program's strong phonics foundation, students will learn to decode and decipher words to better increase fluency and comprehension. **Go Phonics** is also consistent with the **Houghton Mifflin Reading Curriculum** provided in TTUSD.

Clever Minds Educational Services - Truckee, CA

Reading Specialists: "I teach not only children but 30- and 40-year old adults as well. Your books are precious to them. It's because your stories are not stupid to them. They're funny, they're text-to-world, they're about science... 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, so I can have the students 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—Schenectady, NY

Go Phonics® STUDENT PROGRESS

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 Student Progress

With Go Phonics, students are reading and spelling at higher levels sooner. They learn the rules. *Go Phonics* helps solve difficulties with reversals, spelling, retention, directionality, blends... It helps establish good handwriting. Students are reading (decoding words) more fluently by playing the games and reading the stories. In addition, these text-to-life stories are a platform for improving comprehension, and creative telling and writing skills.

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. My parents are so very happy and amazed at their children's progress."

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: Mid-March, as the students completed *Level 4—Vowels Controlled by r and l*, they began transitioning into *Open Court* (the adopted program) having a good foundation, and supplemented with *Level 5—More Vowel Pairs* to the end of the year.

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 Class

	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

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