Slide 1

PROFESSIONAL DEVELOPMENT FOR

Sonday System E3-5®

Training Module 2024

WINSOR LEARNING

1

Slide 2

Agenda

- Introduction to Sonday System Essentials
- Critical components of Sonday System Essentials
- Model and practice
- Guiding principles for ease of use

© 2022 Winsor Learning

2

Slide 3

WINSOR LEARNING

THE SONDAY SYSTEM PRODUCT LINE:
Solving and Preventing Reading Failure

Sonday System E®

Scientifically-Based Reading Research
Orton-Gillingham Approach
Structured Literacy.

Sonday System LPL®

Sonday System 1®

Sonday System 2®

© 2022 Winsor Learning

3

Slide 4

Arlene Sonday

ORTON-GILLINGHAM ACADEMY
FOUNDED 1995

2009 Recipient of the Margaret Byrd Rawson Lifetime Achievement Award
(International Dyslexia Association)

Founding Fellow and First President of OGA
(Orton-Gillingham Academy)
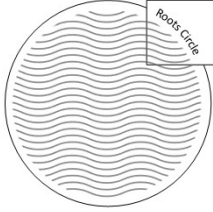
© 2022 Winsor Learning

4

Slide 5

Warm Up!

Roots Circle

Morphology
Roots Circle

"We read with our eyes, but the starting point for reading is speech."
-Mark Seidenberg

© 2022 Winsor Learning

5

Slide 6

E3

E4

Essentials

E5

The Sonday Essentials Kit
Online Platform includes:
Learning Plan Book www.winsorlearning.com

180
Lessons
One for every day!

© 2022 Winsor Learning

6

What is Sonday System Essentials?

Whole group Direct and Explicit Phonics instruction
- 20+ minutes within literacy block
- Reading and Spelling

Based on Orton-Gillingham Approach
- Structured, systematic, and cumulative
- Multisensory instruction and reinforcement

Follows the National Reading Panel Recommendations
- Phonological and Phonemic Awareness, Phonics, and Fluency
- Builds foundational skills for vocabulary and comprehension

WINSOR
LEARNING

7

7

Systematic, Explicit Phonics Instruction

- Enhances children's success in learning to read
- Improves spelling for all students.
- Helps to prevent reading difficulties among at-risk students
- Helps to remediate reading difficulties in underachieving readers
- Boosts comprehension

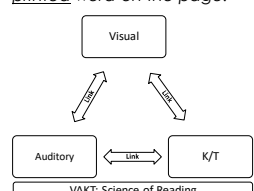(NRP Summary Report page 9, Subgroup Report page 2-94)

8

8

How We Teach
Multisensory Instruction & Reinforcement

*"Conscious multisensory procedures using the **student's eyes, ears, hands** and **mouth** help to link the sound, sight and feel of <u>spoken</u> language to the <u>printed</u> word on the page."*

-Birsh and Schedler

Visual

Link

Auditory ⟷ Link ⟷ K/T

VAKT: Science of Reading

9

9

Essentials 3 Modeling L26

Turn and Talk

10

10

Reading Foundations
What skills support comprehension?

11

11

Foundational Skills

- Phonological and Phonemic Awareness
- Phonics
  - Reading Sounds and Words
  - Spelling Sounds and Words
- Fluency
  - Rate
  - Accuracy
  - Prosody
- Vocabulary

aei
ou

What is mastery?

12

12

Instruction within Fluency

Fluency must be practiced
• Teacher modeling during read aloud
• Starts at the beginning of learning to read

Ways to incorporate fluency
• Paired
• Echo
• Repeated reading

Automaticity is the precursor to fluency.

13

Teaching in a Multisensory Way

Incorporates three learning modalities

👁 See
👂 Hear
✋ Feel

Repetition
• Less is more
• Locks learning into long term memory

Teacher modeling
• We do together
• You do individually

14

Essentials Content

Essentials 3-5
• Presentation of Consonants and Vowels
   • Digraphs, diphthongs, vowel pairs
• Sight Words
• Compound Words and Syllabication with multisyllabic words
   • Prefixes
   • Inflectional Endings
   • Roots
   • Morphology

15

What is a syllable?

Definition

A syllable is a word, or part of a word, with one vowel sound.

Why teach syllables?
Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is – or skipping it altogether.

16

Syllable Types & Syllable Division Patterns

Introduced in E2
Reviewed in E3-4

C	Closed
L	Consonant-le
O	Open
V	Vowel Pair
E	Silent E
R	R Combination

6 Syllable Types

Pattern 1: VCCV
Pattern 2: VCV
Pattern 3: VCCCV
Pattern 4(a): Suffixes
Pattern 4(b): Prefixes
Pattern 5: Cle
Patten 6: V V

6 Syllable Division Patterns

17

Common Syllable Types
Essentials 2

Type:	Open	Closed	E Syllable
Ends with:	vowel	consonant(s)	VCe
Vowel is:	long	short	long
	a	ap	ape
	no	not	note
	bi	bit	bite
	me	met	mete

18

Steps for Syllable Division

🔍 Scan for vowels
👀 Look between the vowels
🖩 Divide
💡 Identify the syllable type
📖 Read the word

19

19

Syllable Division Patterns

E3 L27
vc/cv
invite
jumbo
velvet
napkin
rabbit
candy

E4 L1-2
v/cv or vc/v
volume
open
crazy
refine
cabin
solid

20

20

Syllable Division Patterns

E3 L28-29
vcccv
pumpkin
dolphin
bathtub
complete
spectrum
tendril

E4 L2
You Try!
basin
eject
tribute
menu
wedding
impress
baby

21

21

Lesson Structure: Simple to Complex

+/- Independent Practice

1.Read Sounds*
2.Spell Sounds
3.Read Words
4.Spell Words
5. New Material

Days 1-4**

*Not always but often
**E5 Days 1-9
NOTE: *Time limits attached to each step!*

22

22

Lesson Structure: Simple to Complex

1.Read Sounds
2.Spell Sounds
3.Read Words

*Mastery Check for Spelling

Day 5*

*E5 Every 10th day
NOTE: *Time limits attached to each step!*

23

23

Breaking Down the Steps: Read Sounds

1.Read Sounds
2.Spell Sounds
3.Read Words
4.Spell Words
5. New Material

E3-4 Days 1-4
E5 Days 1-9

Materials:
Sound Cards in Media Kit

Execution:
Students read the sound of displayed letter(s).
The goal is automatic responses.

24

24

Practice
Essentials 3

LESSON 43	SONDAY SYSTEM® ESSENTIALS 3

MATERIALS NEEDED • Media Kit, Paper and Pencil, Worksheet

1 READ SOUNDS

- *Review Sound Cards* 21-43 (Media Kit)
- REMINDER: Ask for 2 sounds for c /k/, /s/)
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

First Attempt:
Let's Trace!
Yes, it's ___.
Trace ___ again.

Not Successful?
Directly Teach:
This is the letter ___ that says /___/ as in ___. Let's Trace!

25

25

Practice
Essentials 4

LESSON 43	SONDAY SYSTEM® ESSENTIALS 4

1 READ SOUNDS 2 MIN

- *Review Sound Cards* 33-60
- Students read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

First Attempt:
Let's Trace!
Yes, it's ___.
Trace ___ again.

Not Successful?
Directly Teach:
This is the letter ___ that says /___/ as in ___. Let's Trace!

26

26

Practice
Essentials 5

LESSON 43	SONDAY SYSTEM® ESSENTIALS 5

1 READ SOUNDS 2 MIN

- *Review Prefix Cards* 33-37
- REMINDER: Ask for 2 sounds of ef-.
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

First Attempt:
Let's Trace!
Yes, it's ___.
Trace ___ again.

Not Successful?
Directly Teach:
This is the letter ___ that says /___/ as in ___. Let's Trace!

27

27

Step 1: Read Sounds

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

Directions
"Read the sounds."

Addressing Errors
"Let's Trace!"
All students trace the letter while saying the letter sound.

Teacher: Yes, it's /___/. Trace /___/ again!

Repeat the tracing 1-2 more times to weld into memory

TIP: *Minimize teacher talk*

28

28

What if a letter is read incorrectly while tracing?

Direct and explicit instruction is best.	➡	"The letters –igh say /ī/. It comes at the end of the word often followed by t.
Incorporate SEE-HEAR-FEEL	➡	Trace while saying "/ī/". After students trace the letter(s) –igh saying "/ī/ at the end of the word, often followed by t" 2-3 times, ask the class…
Elicit response with questioning	➡	"Where do we find the letters -igh?" Students answer, "At the end of the word or often before t."

TIP: *Minimize teacher talk*

29

29

Breaking Down the Steps: Spell Sounds

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

E3-4
Days 1-4
E5
Days 1-9

Materials:
Paper and pens/pencils

Execution:
Students repeat the sound then write.

30

30

Practice
Essentials 3

31

Practice
Essentials 4

32

Practice
Essentials 5

33

Step 2: Spell Sounds

Directions
"Say and write the sound."

Addressing Errors
"Say /j/" (students repeat)
"What letters say /j/ after a short vowel?"

Teacher calls on a student for the correct answer and then writes it for all to see.

"If you made a mistake, cross it out and write it correctly. Now everyone write /j/ 2 more times while saying the sound."

TIP: *Minimize teacher talk*

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

34

Looking at Errors

Which sound(s) were initially spelled correctly by everyone? _____

Which sound(s) were made by someone in class, but NOT this student? _____

Which sound(s) did THIS student write in error? _____

35

Breaking Down the Steps: Read Words

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

E3-4
Days 1-4
E5
Days 1-9

Materials:
Media Kit
Copies of words (optional)

Execution:
Students read words and/or phrases aloud. Incorporate automaticity, fluency, and a bit of vocabulary practice.

36

Practice
Essentials 3

Single Syllable Words
- 👁 See
- 👂 Hear
- ✋ Feel

▶ Automaticity
▶ Fluency

Multisyllabic Words
- 👁 See
- Divide
- ✋ Feel
- Trace
- 👂 Hear

37

Practice
Essentials 4

Single Syllable Words
- 👁 See
- 👂 Hear
- ✋ Feel

▶ Automaticity
▶ Fluency

Multisyllabic Words
- 👁 See
- Divide
- ✋ Feel
- Trace
- 👂 Hear

38

Practice
Essentials 5

Single Syllable Words
- 👁 See
- 👂 Hear
- ✋ Feel

▶ Automaticity
▶ Fluency

Multisyllabic Words
- 👁 See
- Divide
- ✋ Feel
- Trace
- 👂 Hear

39

Step 3: Read Words

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

E3-4 Days 1-4
E5 Days 1-9

Directions
"Read these words."
Students read words 1-2 times for accuracy, then 1-2 more times for fluency.

Addressing Errors
- 👁 See
- Divide
- ✋ Feel
- Trace
- 👂 Hear

Teacher: "Yes, the word is ___. Everyone trace ___ again." (blend the sounds 3x)

TIPS: *Tracing unlocks words!*
Address multisyllabic words with eliciting questions.

40

Options for Reading Words

- Choral
- Echo (unison by group/row)
- Reader Leader (point and read, students echo)
- Read with a partner or group

REMINDER: *You can print the words that students are reading also!*

41

Breaking Down the Steps: Spell Words

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

E3-4 Days 1-4
E5 Days 1-9

Materials:
Paper & pens/pencils

Execution:
Students spell words and sentences. Students reread words written.

42

Practice
Essentials 3

SONDAY SYSTEM® ESSENTIALS 3 — Lesson 43

④ SPELL WORDS — 7 min

- Dictate the following words to the Students.
- Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.
- Dictate each word aloud, reading down the columns.
REMINDER: Column in black indicates which sound is being practiced.
REMINDER: Dictate words and sentences for a total of 7 minutes.

soft c	grace	twice	rice	trace
-tch	crutches	dutch	ditch	catch
vowel pairs	vow	slower	footstool	join
ch	munching	pooch	torch	speech
sight words	have	give	live	could

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.
    Can you catch a falling star?   The dog began to growl.
- Students READ aloud the sentences just written.

43

43

Practice
Essentials 4

SONDAY SYSTEM® ESSENTIALS 4 — Lesson 43

4 SPELL WORDS — 7 MIN
Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

e rule	using	liked	nicest	timing
-ive	digestive	extensive	cursive	objective
doub/-tion	chipping	function	slammed	prediction
-age	vintage	advantage	carnage	baggage
au	launch	haunted	fault	fraud

The hottest weather is in August.   He's too timid to manage that.
Students READ aloud the list of words and sentences just written.

44

44

Practice
Essentials 5

LESSON 43 — **SONDAY SYSTEM® ESSENTIALS 5**

4 SPELL WORDS — 7 MIN

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
- Guide the students through error self-correction. Students WRITE the corrected word twice, saying each sound aloud.

soft c/g	incinerate	registry	coincide	legislate
-ar	circular	singular	rectangular	angular
ef-	effective	effort	effortless	effect
y rule	certified	ratified	testified	fortified
en-	enjoyable	enfold	entwine	enchanted

- Dictate the following sentences. Students REPEAT and WRITE each sentence.
    She completed the task effortlessly.   The group devised an effective solution.
- Students READ aloud the words and sentences just written.

45

45

Step 4: Spell Words

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

Directions
"Listen, repeat, touch spell, then write."
- Go down the column for review
- Remain cognizant of the time
- Students reread words written for accuracy and fluency

Addressing Errors
"Everyone, say _____." (students repeat)
"Touch Spell _____." (everyone touch spells)
"Grab that sound. What SOUND(s) do you hear?" (students answer)
"What LETTER(s) makes those sounds?" (students answer)
Teacher writes the word correctly on the board.
"If you had anything else, cross it out and write it correctly. Everyone write it again!"

46

46

Checking Sentences

Capitalization
- What letters need to be capitalized

Appearance
- Spacing between words
- Legible
- Count the words (check to ensure no words have been omitted)

Punctuation

Spelling

47

47

Sentences for Step 4

- Always incorporate a sentence within Step 4.
- Teacher reads the sentence fluently. Students repeat.
- Students write the sentence.
  - Do not help!
- Check for errors using CAPS.
- All students reread sentence once edited for fluency.
  - Chunking and phrasing

The Dog began to growl.

48

48

Breaking Down the Steps: New Material

1.Read Sounds

2.Spell Sounds

3.Read Words

4.Spell Words

5. New Material

+/- Independent Practice

E3-4 Days 1-4
E5 Days 1-9

Materials:
Paper & pens/pencils
Student Notebook

Execution:
New concept is taught. Students trace, read, and spell words.
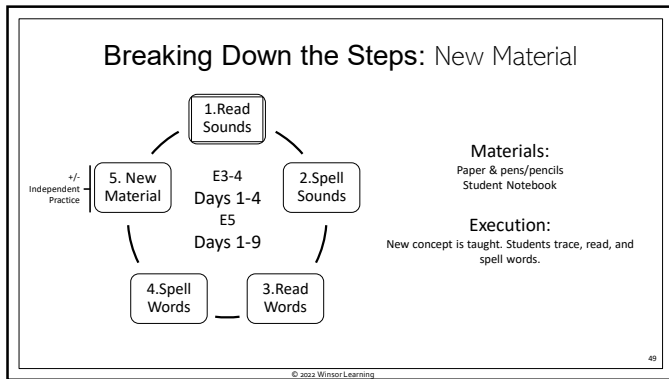
49

Teaching The Phonetic Code
English Language Rules

Direct, explicit instruction:
- Sound
- Place Value
- Additional information

~90% of English words follow regular patterns.

50

Learning the Code of English

-igh

51

Morphology
Prefixes, Suffixes, and Roots

y

jur/jus

52

Practice
Essentials 3

Lesson 43

SONDAY SYSTEM® ESSENTIALS 3

(5) INTRODUCE NEW MATERIAL   5 min

Review Sound
- Show the card and say the sound. (Media Kit)
- Students REPEAT the sound, then SAY the sound while TRACING the letters on the desk.
- Students WRITE the letters and SAY the sound 3 times.

Card: Sound Card 44   -dge   /j/ as in fudge

Rule: -dge comes at the end of a word after a short vowel.
- Students READ about the following word list. (Media Kit) Note: Numbered lists may be printed from the Printables file in the Media Kit.

4. badge   lodge   wedge   sludge   ledge   ridge   edge   smudge
- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

badge   lodge   wedge   ridge   smudge
- Students READ the words just written.

53

Direct and Explicit Instruction of the Code

Directly teach the sound:

"The letters <ai> say / ā /.   Repeat / ā /."

1. Identify the location of the sound:

"It is most commonly found in the middle of a word. Where is it found?"

2. Address added information (if mentioned):

"The letters l or n often like to follow <ai>. What two letters like to follow <ai>?"

3. Trace while saying the sound to make it permanent:

"Trace 3x while saying the sound. Where is it found?   What two letters often follow?"

54

Practice
Essentials 4

LESSON 43	SONDAY SYSTEM® ESSENTIALS 4

5 INTRODUCE NEW MATERIAL   5 MIN

Teach Sound
- Show the card and say the sound (Media Kit).
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

ey Long /e/ as in key

Rule: *ey comes at the end of a word but is not a suffix. Unlike -y, ey is not used with a base word. Words with ey are usually nouns.*

- Students READ aloud the following word list (Media Kit).

5. hockey   jersey   key   donkey
   chimney   medley   parsley   alley

- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

   donkey   chimney   jersey   parsley   hockey

55

© 2022 Winsor Learning

55

Practice
Essentials 5

LESSON 43	SONDAY SYSTEM® ESSENTIALS 5

5 INTRODUCE NEW MATERIAL   5 MIN

Teach Root
- Show the card and say the **meaning** of the root.
- Students WRITE the root, then say the **meaning**. Repeat 3 times.
  Note: No single key word is provided for roots since pronunciation of the root varies. When reviewing root cards in 1. READ SOUNDS, have students look at the root card and provide the meaning only.

fort/force Meaning: strong

- Students READ aloud the following word list (Media Kit).
4. effort   fortify   reinforce   effortless
   enforce   forcefulness forcible   comfortable
- Dictate the following words.
- Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.
   effort   enforce   forcefulness   effortless   reinforce
- Students READ the words just written.

56

© 2022 Winsor Learning

56

Step 5: *New Material*

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. New Material

E3-4
Days 1-4
E5
Days 1-9

- Teacher directly teaches the phonetic code, sound, sight word, or concept
- Students trace to make the content permanent
  - Repetition matters; trace multiple times to lock into memory
- Students write the concept 3 times on paper
  - Saying the sound while writing it
- Students read words with new sound
- Students spell words with the new sound (or sight word)

Not done daily (but can be based on your students' needs)

57

© 2022 Winsor Learning

57

How to Teach Sight Words – Traditional Method

Sight words cannot be sounded out.
They are irregular.

- Show the word, say it aloud, and ask to REPEAT the word
- SAY and TRACE the letter names on their desks, then REPEAT the word again
- SAY the letter names as they WRITE the sight word 3 times on paper

want

58

© 2022 Winsor Learning

58

How to Teach Sight Words – Heart Word Method

Sight words cannot be sounded out.
Usually, the consonant sounds ARE regular, but the vowels are NOT

- Show the word, say it aloud, and ask to REPEAT the word
- Students to copy the word on their paper
- SAY the word and students repeat. Together, touch and say the consonant sounds that are regular. Teacher point to and say the irregular part(s) of the word while students are touching and pointing to these and repeating after the teacher.
- SAY the word and students REPEAT
- SAY and TRACE the letters on their desks while saying the sounds, then REPEAT the word again
- SAY the letter NAMES as they write the sight word 3 times on paper
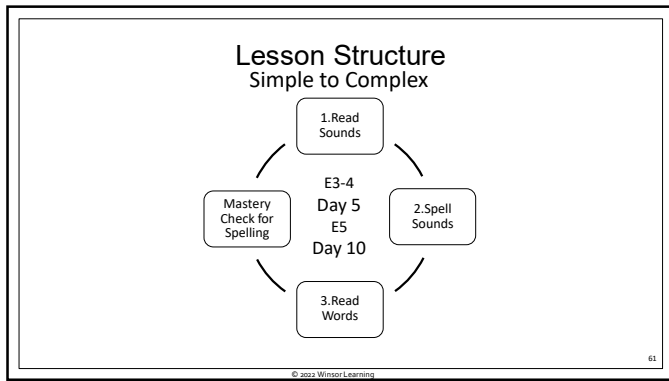
want

59

© 2022 Winsor Learning

59

Independent Practice

- Not every lesson has "New Material"
- Independent Practice fosters development of skills previously taught
  - Centers – differentiate learning
  - Homework
- Optional activity
- Data collection tool in Media Kit

60

© 2022 Winsor Learning

60

Slide 61

Lesson Structure
Simple to Complex

- 1. Read Sounds
- 2. Spell Sounds
- 3. Read Words
- Mastery Check for Spelling

E3-4 Day 5
E5 Day 10

© 2022 Winsor Learning

61

Slide 62

Mastery Checks Day 5
E3-4 Locate in Your LPB L75

SONDAY SYSTEM® ESSENTIALS 4 — LESSON 75

4 MASTERY CHECK FOR SPELLING

Goal: To determine how well Students can spell independently.
Dictate the following words, reading down the columns.
Repeat words if necessary.
DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST.
The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

division	funniest	profession	denying	scared
enjoyed	expulsion	pretty	relied	stuffier
tiniest	displayed	studying	sew*	grayish
player	grumpiest	fusion	chillier	fasten

*After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

Total the number of words spelled accurately. Refer to the conversion chart below for the percentage score.
Record the percent correct on each student's Mastery Check Score Sheet. If 4 or more words are misspelled on 2 consecutive Mastery Checks, placement in a small group with closer monitoring and more opportunities for practice may be beneficial.

Mastery = 85% or higher

© 2022 Winsor Learning

62

Slide 63

Mastery Checks Day 5
E5 Locate in Your LPB L45

SONDAY SYSTEM® ESSENTIALS 5 — LESSON 45

4 MASTERY CHECK FOR SPELLING

Goal: To determine how well Students can spell independently.
Dictate the following words, reading down the columns.
Repeat words if necessary.
DO NOT remind Students to repeat the word, Touch Spell the word or assist in any way. THIS IS A TEST.
The goal is to determine what has been learned and how well the Students can spell independently and transfer learning to other settings.

illogical	unusual	pendulum	ignoring	delusion
rectangle	illusion	illuminate	adventuresome	illumination
spatula	exempt	enable	examiner	empower
correction	irrigate	elude	irregular	regulations

Total the number of words spelled accurately. Refer to the conversion chart below for the percentage score.
Record the percent correct on each student's Mastery Check Score Sheet. Students who score at 80% or above are ready to continue in Essentials 5. For some students, placement in a small group with closer monitoring and more opportunities for practice may be beneficial. Some students will need to return to Essentials 3 or 4 to solidify foundational skills.

Mastery = 85% or higher

© 2022 Winsor Learning

63

Slide 64

Mastery Checks Day 5
Locate in Your LPB L75

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

Mastery = 85% or higher

Under *85% on two consecutive Mastery Checks means additional support may be needed

© 2022 Winsor Learning

64

Slide 65

Mastery Check Day 5

What it IS
- Determines how well students can spell independently
- Phonics/Morphology
- Determines accuracy of skills
  - 85% or higher mastery
- Helps to identify struggling students
  - 4 or more words misspelled on 2 consecutive Mastery Checks

What it ISN'T
- A list of spelling words students take home for practice throughout the week
- Words used in sentences
  - Just say each word once or twice
- Touch Spelling as a group
  - This strategy can be used if a student chooses, but no teacher prompting

© 2022 Winsor Learning

65

Slide 66

Multisensory Components

When reading words: Tracing
- Cements letter formation and words into motor memory
- Anchors images in long term memory where they are easily retrieved
- Utilizes the first 2 fingers of the writing hand on a surface
- See/ Divide – Feel/Trace - Hear troublesome syllables

When spelling words: Touch Spelling
- Segmenting words into syllables then sounds
- Marks each syllable or sound
- Identifies place value within word
- Utilizes the thumb and fingers of the non-writing hand

© 2022 Winsor Learning

66

Slide 67

Reading | Spelling

Blend Sounds Together

Tracing

OG
Multisensory
Sonday

Break Sounds Apart

Touch Spelling

67
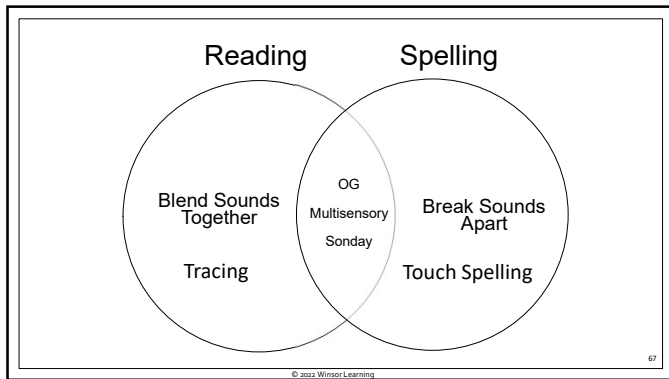
Slide 68 — Additional Support Levels

- In your group, select a lesson you would like to teach with a partner's support
- Identify the lesson, discuss multisensory instructional approaches, and preview using the media kit (if needed)
- Teach the lesson to your group
- Evaluate and self reflect
  - Strengths?
  - Areas to rework?

68

Slide 69 — Affixes Syllable Division Patterns

Suffix
Break syllable between base word and suffix

- farm/ing
- tell/er
- rust/ed
- feed/er

Changes the part of speech!

Prefix
Break syllable between prefix and base word

- re/form
- in/side
- ex/act
- be/long

Changes the meaning!

69

Slide 70 — R Controlled

- When the letter <r> follows a single vowel, it prevents the vowel from saying its true sound
  - "bossy R"
- 'ar' and 'or'
  - like in car, farm, torn, and form
- 'ir', 'ur', and 'er' are pronounced the same (/er/)
  - /er/ like in third, burn, and term –ear like in heard
  - -or (doctor) and -ar (dollar) in E5
- R Controlled is one of the 6 Syllable Types

70

Slide 71 — Vowel Pair Syllable

Two vowels together make one sound	
boil	boil/er
soon	soon/er
Join	re/join/ing

Letters y and w combined with vowels	
day	day/light
boy	boy/hood
show	show/ing
growl	growl/ing
law	un/law/ful

71

Slide 72 — Consonant-le Syllable and Division

- Consonant-le has many spelling variations
- The -le always stays the same, but consonant(s) changes before the -le

-ble	-kle
-cle	-tle
-dle	-gle
-fle	-ple
-zle	

Consonant-le, count back three!

g a r/g l e

stable – bubble – riddle – giggle – quadruple

72

Syllable Division Pattern VV

- Break between adjacent vowel sounds
- Only one vowel sound in a syllable
- Break syllable between neighboring vowel sounds

d i | e t   v i | o | l i n
v | v   v v | c v

riot
duet
video

73

73

Double Rule (1 – 1 – 1)

- One-syllable word
- One short vowel
- Followed by one consonant
- Double final consonant before adding a vowel suffix

grab
get
crop
hug
hop

1 Syllable +	1 Short Vowel +	1 Consonant +	Double final consonant

74

74

Working with Roots
You Try Matching

pend/pens	hang
fin(e)/finit	choose/read
dem	strong
lect/leg	pull
tract	throw
dent/dont	end
ject	conquer
fort/force	people
vict/vince	tooth

75

75

Working with Roots
You Try Matching

pend/pens	hang
fin(e)/finit	choose/read
Dem	strong
lect/leg	pull
tract	throw
dent/dont	end
ject	conquer
fort/force	people
vict/vince	tooth

76

76

The Schwa Sound

- Vowel sound which is difficult to identify
- Pronounced as a short u, short i, or contracted
  - contain – lemon – action
- Not found in an accented or stressed syllable
- Underlined letters represent the schwa

ə
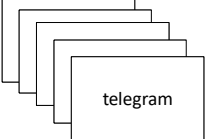
America – seven - velvet

77

77

Accented Syllables

- Accent – stressed – say it louder
  - How the vowel sounds
  - Fully pronounce the vowel sound
  - Loudest or clearest sound
  - Can be stressed more slowly
  - Strategy: Calling the dog
- Accents are usually placed on a base/root, not prefix or suffix
- These will be shown in CAPITAL letters   CAN/dle

telegram

78

78

Patterns within Accented Syllables

- Search for predictable patterns within our language
- Accent is usually on the root, stem, or base word

stubby	spreadable	booking	

- 3 syllable words
  - Usually accented on the first syllable

similar	signify	stimulate	thermostat

- 3 or more syllables ending with a silent e
  - One syllable between the accented syllable and the silent e syllable

appropriate	accumulate		

© 2022 Winsor Learning

79

Recording Student Work (Data Collection)

Writing paper at least 3 times/week
- Writing Tools: markers, pens, colored pencils

Individual Whiteboards
- Sheet protector with writing paper as a template
- Binder with slip front cover

Multisensory materials
- Sand Paper
- Textured Fabric

© 2022 Winsor Learning

80

Sonday System Essentials Non-Negotiables

- Complete every section of every lesson daily.
- Use all sensory pathways- seeing, hearing, feeling.
- Consistently use the multisensory strategies.
  - TRACE when reading
    - See- Divide
    - Feel – Trace
    - Hear
  - TOUCH SPELL when spelling

© 2022 Winsor Learning

81

Resources

- Supplemental Activities
- Error Correction Dialogue
  - Correcting Spelling Errors
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Meanings Guide
  - Prefix and Suffix
  - Roots

© 2022 Winsor Learning

82

Closing Thoughts

Reading is

- Unique
  - Highest expression of human intelligence
- Important
  - This skill is critical to our ability to thrive
  - How children are taught…affects whether they become readers or not, their level of reading skill, and the extent to which they enjoy and seek out the experience
- A tool for understanding human cognition
  - Learning to read is like technology…. it's complex and essential

-Mark Seidenberg

© 2022 Winsor Learning

83

A Closing from Arlene Sonday

Our motto
Overlearn to the automatic level!

© 2022 Winsor Learning

84

Contact Information

Carrie Clark	carrie.clark@winsorlearning.com
Liz Hawes	elizabeth.hawes@winsorlearning.com
Janda Craig	janda.craig@winsorlearning.com
Tori May	tori.may@winsorlearning.com
Roberta McMurry	roberta.mcmurry@winsorlearning.com
Danielle Kroger	danielle.kroger@winsorlearning.com
Agnes Icker	agnes.icker@winsorlearning.com
Janet Miltenberger	janet.miltenberger@winsorlearning.com

Main Office
3001 Metro Drive Bloomington, MN | 1-800-321-7585
Winsor Expert Network
www.winsorlearning.com

Sonday System

Follow us!

© 2022 Winsor Learning

85

References

Birsh, J.R., & Carreker, S. (2019) *Multisensory Teaching of Basic Language Skills, Fourth Edition.* Brookes Publishing Co.

Herron, J. (2008). Why Phonics Teaching Must Change. *Educational Leadership, 66*(1), 77-81.

Moats, L.C. (2000). *Speech to Print: Language Essentials for Teachers.* Brookes Publishing.

Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence. *Reading & Writing Quarterly 25*(2-3), 192-204.

Seidenberg, M. (2018). *Language at the Speed of Sight: How we read, why so many can't, and what can be done about it.* Basic Books.

Spear-Swerling, L. (2006). The Importance of Teaching Handwriting. In *Launching Young Readers! Reading Rockets.* https://www.readingrockets.org/article/importance-teaching-handwriting.

Tolman, C. (2005). Working Smarter, Not Harder: What Teachers of Reading Need to Know and Be Able to Teach. *Perspectives, The International Dyslexia Association.*

Venezky, R. L. (1999). *The American Way of Spelling: The structure and origins of American English Orthography.* The Guilford Press.

86