


**PROFESSIONAL  
DEVELOPMENT FOR**  
 **sonday system EK-1<sup>®</sup>**  
 Training Module 2024 - 2025

© Imagine Learning LLC


1


**Agenda**




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

© Imagine Learning LLC

2

  
 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**


© Imagine Learning LLC

3

**Arlene Sonday**



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



Founding Fellow  
First President of OGA  
(Orton-Gillingham Academy)

© Imagine Learning LLC

4

**Warm Up!**

Alphabet Song  
Kindergarten  
Lesson 1

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

**A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z**

© Imagine Learning LLC

5

**The Sonday Essentials Kit**  
 Online Platform includes: Learning Plan Book  
[www.winsorlearning.com](http://www.winsorlearning.com)



**EK**



**E1**

**180**  
Lessons  
One for every day!

© Imagine Learning LLC

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

© Imagine Learning LLC

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)

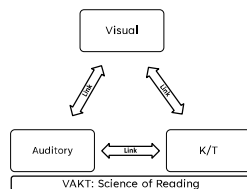
© Imagine Learning LLC

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 spoken language to the printed word on the page."*

*-Birsh and Schedler*



© Imagine Learning LLC

9

## Sonday System EK

© Imagine Learning LLC

© Imagine Learning LLC

10

## Essentials K Modeling L105



Turn and Talk

© Imagine Learning LLC

11

## Kindergarten Content

- Alphabet Knowledge
  - Naming, Identifying, Forming
- Phonological and Phonemic Awareness
  - Rhyming, Blending, Segmenting, Manipulating
- Phonics
  - Reading and Spelling Sounds, Reading and Spelling Words
- Fluency
  - Rapid Automatic Naming

What is mastery?

© Imagine Learning LLC

12

### Reading Foundations

Phonological Awareness	Phonemic Awareness
Letter-Sound Knowledge	Alphabetic Principle

© Imagine Learning LLC

13

### Application – Phonological Awareness

Lesson 67

---

**FIND WORDS - RHYME**

5 min

- Say: Who can think of a word that rhymes with **bite**?
- Build a bank of words that rhyme by saying the words in the Word Bank below, one at a time.
- Have the Students REPEAT them.
- Say: Now who knows a word that rhymes with **bite**?
- Use the same line of questioning for **call, mind, gold** and **pick**.

**Word Bank**

<b>bite</b>	right, sight, kite, light, might, night, height
<b>call</b>	ball, fall, tall, hall, doll, mall, wall
<b>mind</b>	find, kind, grind, blind, signed, bind
<b>gold</b>	fold, mold, told, sold, hold, old, bold
<b>pick</b>	lick, trick, stick, sick, tick, brick, flick

© Imagine Learning LLC

14

### 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



© Imagine Learning LLC

15

### Fluency



Automaticity with reading shapes, colors and numbers is the precursor to fluent reading.

Components

1. Rate
2. Accuracy
3. Prosody

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

© Imagine Learning LLC

16

### Application – Fluency

Lesson 67

---

**AUTOMATICITY PRACTICE - LETTER NAMES**

3 min

- Display uppercase letter slides, (Media Kit)
- Have students read together across the rows, saying the letter names.
- Call on individual students and ask each to read 1 row.

Note: Reading shape, colors, numbers, and letters quickly is called Rapid Automatic Naming (RAN) or Rapid Serial Naming (RSN), and automaticity forms a foundation for reading fluency.

X
K
D
J
B
Y
V

☆ Error? Say and point, "This is D. Say D. What letter is this again?"

© Imagine Learning LLC

17

### Application – Phonological Awareness

Lesson 67

---

**DELETE - COMPOUND WORDS**

5 min

- Say: **bookstore**. Students REPEAT. Say it again but don't say **book**.
- Say: **drumstick**. Students REPEAT. Say it again but don't say **stick**.

popcorn	oultire	necktie	headset	surge/vet
cupcake	nickname	footpath	doghouse	swimsuit
southwest	lifetime	gumdrop	grandson	popweed
snowroad	backup	dishcloth	balloon	war/victim

Note: This is a listening activity. No print is involved.

© Imagine Learning LLC

18

### Application – Handwriting

**PRINT Y Z**

- Have Students practice printing Y Z on elementary lined paper, one or two lines of each.
- Watch the starting points and direction of strokes.

Lesson 67

Direct Instruction: Level 65  
Practice: Level 66  
Print: Level 67 (3rd day of skill)  
\*If needed, use SN lesson pages 65-66 again.

© Imagine Learning LLC

19

### Application – Handwriting Practice

**INDEPENDENT PRACTICE**

Worksheet 67 (Media Kit)

Lesson 67

© Imagine Learning LLC

20

### Why do we teach handwriting (letter formation)?

Letter formation needs to be automatic

- Linked to basic reading and spelling achievement

Labored handwriting creates a drain on mental resources

- Motivation to write is reduced (Spear-Swerling, 2006)

NOTE: Children consistently do better writing with a pen. They write more and they write faster. (Berninger 2009)

© Imagine Learning LLC

21

### Practice

Lesson 75

SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

MATERIALS NEEDED Media Kit, p. 75 Page, Worksheet

CHUNKING - LETTER NAMES

- Display chunking slides. (Media Kit)
- Have students read across the signs, saying the letter names but pausing for the spaces.
- Call on individual students and ask each to read 1 row.

Note: Reading shapes, colors, numbers, and letters quickly is called Rapid Automatic Naming (RAN) or Rapid Serial Naming (RSN), and automatically leads to reading fluency.

For variety, have students change their voices! (deep, high, scared, happy, sad)

TIP: Be the guide, not the leader!

© Imagine Learning LLC

22

### Let's Practice

Chunking

a	bc	def	gh	ij
klm	no	p	qrs	tu
vwx	y	z		

For variety, have students change their voices! (deep, high, scared, happy, sad)

TIP: Be the guide, not the leader!

© Imagine Learning LLC

23

### Practice

Lesson 75

SEGMENT - SYLLABLES

- Listen for syllables or word parts.
- Say the word. Students REPEAT the word.
- Students REPEAT again while clapping hands together once for each syllable.

Teachers says	Number of claps	Word divided into syllables
mouse	2	mouse
telephone	3	tel/er/phone
tree	1	tree
whiffle	3	whiff/le
trampoline	2	tramp/olene
cauliflower	4	cauliflow/er
strawberry	4	straw/berry
apple	2	apple
skyscraper	3	skycr/aper


Note: A and is a syllable, which contains only 1 vowel sound. Syllable work comes later, but chunking is possible before formal syllable instruction. Note: This is a listening activity. No print is involved.

For variety, change the movement (jump, snap, slap thighs, draw tallies).

© Imagine Learning LLC

24

## Practice



---

**TEACH LETTERS p j r u** 10  
min

---

- Display the lowercase p. (Media Kit)
- Students **ABRABRICE** the letter p, then **TRACE** the letter on any surface using 2 fingers of the writing hand and **SAY** the name of the letter aloud.
- Begin with stroke number 1, follow the sequence and the directional arrows.
- Using the printed worksheets, Students **SAY** the name of the letter **TRACE** the completed letter and the ghost letter.
- Finally, **PRINT** the letter from the marked starting point.
- **Be sure the letter p is secure before practicing the letters j, r and u using these procedures.**

Note: Practice page may be printed from the Printouts file in the Media Kit.

NOTE: Students do not need to fill each page.


© Imagine Learning LLC

25

## Let's Practice

Students:

1. Air write while saying the letter NAME
2. Trace on Table while saying the letter NAME
3. Work on printed worksheets saying the letter NAME
4. Print the letter independently saying the letter NAME
  - Students who struggle with proper formation might need to use WORDS to describe how to form the letter.



© Imagine Learning LLC

26

## Mastery Checks for Learning in Kindergarten Appendix E


- Begin at Lesson 60
  - Lesson 60: write some uppercase or lowercase letters
  - Lesson 80: write entire uppercase alphabet
  - Lesson 100: write some lowercase letters
  - Lesson 110: match upper- and lower-case letters
  - Lesson 120: identify onset (first sound)
  - Lesson 130: identify final sound
  - Lesson 140, 145, 150 etc. : spell 10 words with criteria at 90%
- Criteria contingent on skill
- Shows what is happening now

© Imagine Learning LLC

27


## 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 capitalize on?



© Imagine Learning LLC

28



## Turn and Talk


© Imagine Learning LLC

29

## Sonday System E1

© Imagine Learning LLC

30



## Contents

**Essentials 1**

- Presentation of Consonants and Vowels
- Sight Words
- Beginning and Ending Blends
- Compound Words

© Imagine Learning LLC

31

## 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

NOTE: Time limits attached to each step!

© Imagine Learning LLC

32

## Lesson Structure: Simple to Complex

\*Mastery Check for Spelling

\*EK Level 140

1. Read Sounds

2. Spell Sounds

3. Read Words


Day 5

NOTE: Time limits attached to each step!

© Imagine Learning LLC

33

## Modeling Lesson 31



© Imagine Learning LLC

34

## Breaking Down the Steps: Read Sounds

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

Days 1-4

**Materials:**  
Sound Cards in Media Kit

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

© Imagine Learning LLC

35

## Practice Essentials K

**167** SONDAY SYSTEM® KINDERGARTEN ESSENTIALS

**MATERIALS NEEDED** • Media Kit, Elementary Lined Paper

**1 READ SOUNDS**

Review Sound Cards 1-23 (Media Kit)

- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each Lesson. The goal is to have automatic responses.

Let's Trace!  
Yes, it's \_\_\_  
Trace \_\_\_ again.

Directly Teach:  
This is the letter \_\_\_  
that says /\_\_\_/ as in \_\_\_  
Let's Trace!

Who dictates the pace? Why?  
How can this happen?

© Imagine Learning LLC

36

## Practice Essentials 1

Lesson 61
SONDAY SYSTEM<sup>SM</sup> ESSENTIALS 1

### 1 READ SOUNDS

- Review Sound Cards 1-28 (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

© Imagine Learning LLC

37

## Step 1: Read Sounds

```

graph TD
    A[1. Read Sounds] --> B[2. Spell Sounds]
    B --> C[3. Read Words]
    C --> D[4. Spell Words]
    D --> E[5. New Material]
    E --> A
            
```

**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*

© Imagine Learning LLC

38

## What if a letter is read incorrectly while tracing?

Direct and explicit instruction is best at the moment of the error →

Incorporate SEE-HEAR-FEEL →

Elicit response with questioning →

"The letters -ck say /k/. Trace the two letters together while saying /k/."

After students trace the letter(s) -ck saying /k/ after a short vowel 2-3 times, ask the class...

"Where do we find the letters -ck?" Students answer, "At the end of the word after a short vowel."

TIP: *Minimize teacher talk*

© Imagine Learning LLC

39

## Breaking Down the Steps: Spell Sounds

```

graph TD
    A[1. Read Sounds] --> B[2. Spell Sounds]
    B --> C[3. Read Words]
    C --> D[4. Spell Words]
    D --> E[5. New Material]
    E --> A
            
```

Days 1-4

**Materials:**  
Paper and pens/pencils

**Execution:**  
Students repeat the sound then write.

© Imagine Learning LLC

40

## Practice Essentials K

Lesson 167
SONDAY SYSTEM<sup>SM</sup> KINDERGARTEN ESSENTIALS

### 2 SPELL SOUNDS

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

• Say, SAY and WRITE: r o j a l s t i f x

**Error?**  
Say /\_\_/. What letter says /\_\_/?  
If you made a mistake, cross it out and write /\_\_/.  
Everyone write /\_\_ / two more times saying /\_\_ /.

© Imagine Learning LLC

41

## Practice Essentials 1

### 2 SPELL SOUNDS

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
- Students REPEAT each sound.
- Students WRITE the sound.

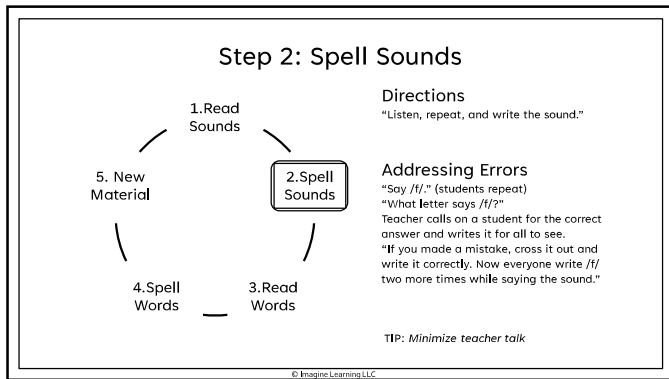
• Say, SAY and WRITE: e y s h i a w o u  
Long /a/ at the end of a word. (Answer: ay)  
Long /e/ in the middle of a word. (Answer: ee)

REMINDER: Give the sound when a slash appears on both sides of a letter. Example: /k/

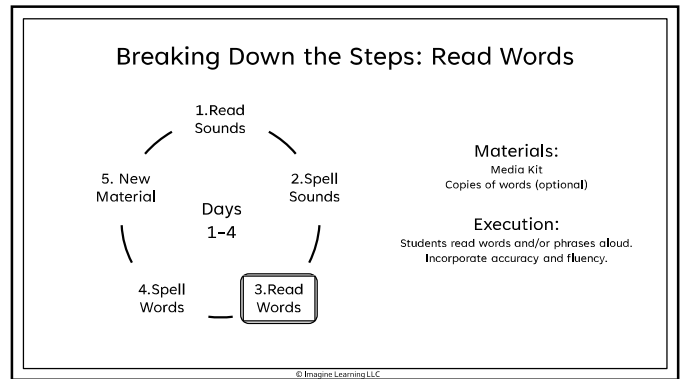
Lesson 61

© Imagine Learning LLC

42



43



44

### Practice Essentials K

**167**    **SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

---

**3 READ WORDS**

Students READ aloud. (Media Kit) Note: Numbered tabs may be printed from the Printables file in the Media Kit.

**Word Cards 1-3**

1. Review

mop	max	mix	nod	tax
tab	job	not	lop	rip
fix	map	it	rag	gas
dog	kid	pan	toss	big
hat	box	rop	mod	off
got	lap	six	bag	dim

2. Sentences

The fox hid.	Pat the dog.	Hop on the log.
Sip the pop.	Fix it!	Fill the bog.

© Imagine Learning LLC

45

### Practice Essentials 1

**3 READ WORDS**    **61**

Students READ aloud. (Media Kit) Note: Numbered tabs may be printed from the Printables file in the Media Kit.

**Word Cards 1-4**

1. Review

ram	jab	cut	bun	mud	lug
tug	sum	jug	day	cob	miss
wish	wet	mesh	fish	let	sheet
shop	him	yet	wax	say	pen
seed	weep	win	sip	may	bet
ham	map	sat	way	six	ray
meet	well	pay	tax	tin	ten
rut	fin	wee	zap	bug	rug

© Imagine Learning LLC

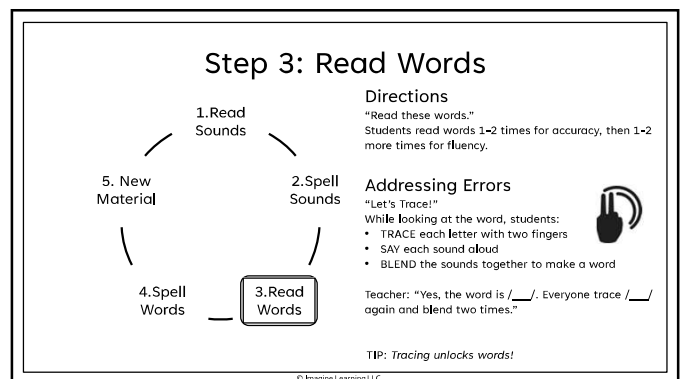
46

### Let's Practice

ram	jab
tug	sum
wish	wet
shop	him

© Imagine Learning LLC

47




48



## Options for Reading Words

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

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



© Imagine Learning LLC

49

## Breaking Down the Steps: Spell Words

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

Days 1-4

**Materials:**  
Paper & pens/pencils

**Execution:**  
Students spell words and sentences. Students reread words written. Incorporate vocabulary.

© Imagine Learning LLC

50

## Practice Essentials K

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS** Lesson **167**

### 4 SPELL WORDS 7 min

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

REMNDR: First column lists the words being practiced.

short	a/o/i	cap	lot	hit	dot
misc.	a*		the	is	rip

\* Note: The sight word a is pronounced with a schwa /ə/ sound. Schwa is a common vowel sound that sounds like short /a/, as in umbrella.

- Students READ aloud the list of words just written.

© Imagine Learning LLC

51

## Practice Essentials 1

**SONDAY SYSTEM® ESSENTIALS 1** Lesson **61**

### 4 SPELL WORDS 7 min

- Dictate the following words, reading down the columns.
- Students REPEAT and TOUCH SPELL 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.

REMNDR: First column lists the words being practiced.

REMNDR: Dictate words and sentences for a total of 7 minutes.

sh	ship	dash	fish	shot
a/i	bag	dim	pad	sip
ee/ay	way	sheep	roy	deep
o/u	bulb	cut	rod	rub
e	jet	men	web	fed

- Students READ aloud the list of words just written.
- Dictate the following sentences.
- Students REPEAT and WRITE each sentence.

I wish I had cash. Did Pat get wet?

- Students READ aloud the sentences just written.

REMNDR: Touch or review sentence capitalization and punctuation.

© Imagine Learning LLC

52

## 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**

© Imagine Learning LLC

53

## Step 4: Spell Words

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

**Directions**

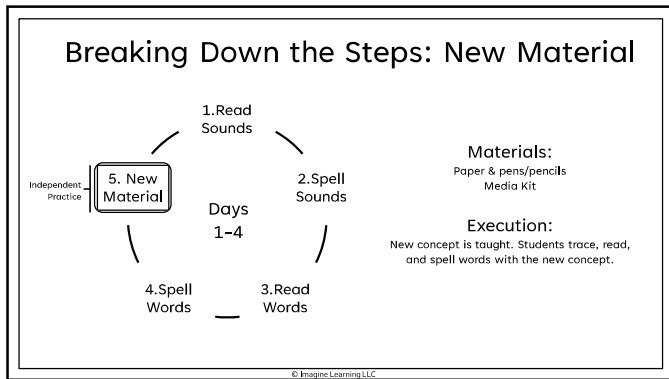
"Listen, repeat, touch spell, then write."  
 • Go down the column for review  
 • Remain cognizant of the time  
 • Students reread words written for accuracy and fluency

**Addressing Errors**

"Everyone, say \_\_\_\_" (students repeat)  
 "Touch Spell \_\_\_\_" Touch the finger with the error.  
 "Grab that sound. What SOUND do you hear?" (students answer)  
 "What LETTER(s) makes that sound?" (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!"

© Imagine Learning LLC

54



55

### Teaching The Phonetic Code English Language Rules

**Direct, explicit instruction:**

- Sound
- Place Value
- Additional information

~ 90% of English words follow regular patterns.

© Imagine Learning LLC

56

### Learning the Phonetic Code

© Imagine Learning LLC

57

### Step 5: New Material

- Teacher directly teaches the phonetic code or sight word.
- Students trace the letters (or sight word) to make the content permanent (trace 6-9 times).
- Students write the new sound (or sight word) 3 times on paper.
- 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).*

© Imagine Learning LLC

58

### Practice Essentials K

**SONDAY SYSTEM® KINDERGARTEN ESSENTIALS**

**5 INTRODUCE NEW MATERIAL**

**Teach Sound**

- Display the card and say the sound. (Media Kit)
- Students SAY the sound and AIR-WRITE it.
- Students SAY and TRACE the sound on the desk.
- Students SAY and WRITE the sound 3 times.

**Sound** ay long /a/ as in day

**Rule:** Long /a/ is spelled ay at the end of a word.

• Students READ aloud the following words. (Media Kit) *Note: Additional lists may be printed from the Pronouns file in the Media Kit.*

1. ray pay may lay  
say day hay way

• Dictate the following words.

• Students REPEAT and TOUCH SPELL each word, then SAY each sound aloud while WRITING the word.

may ray hay lay day

• Students READ the words just written.

© Imagine Learning LLC

59

### Practice Essentials 1

**SONDAY SYSTEM® ESSENTIALS 1**

**5 INTRODUCE NEW MATERIAL**

**Teach Rule**

- Display the card and say the sound. (Media Kit)
- Students SAY the sound while TOUCHING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

**Sound Card** s

**Rule:** The letters t, s, z, and d are doubled at the end of a word after a single vowel. Usually that vowel is a short vowel.

• Students READ the following words. (Media Kit) *Note: Additional lists may be printed from the Pronouns file in the Media Kit.*

2. pass fuss moss boss hiss less miss mass

• Dictate the following words.

• Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

pass fuss boss mass less

• Students READ the words just written.

© Imagine Learning LLC

60

### Media Kit

# S

pass
hiss

fuss
less

moss
miss

boss
mass

© Imagine Learning LLC

61

### How to Teach Sight Words – Traditional Method

Sight words cannot be sounded out. They are irregular.

# want

- 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

© Imagine Learning LLC

62

### 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.

# want

- 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

© Imagine Learning LLC

63

### Independent Practice

- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

© Imagine Learning LLC

64

### Lesson Structure Simple to Complex

1. Read Sounds

Day 5

2. Spell Sounds

Mastery Check for Spelling

3. Read Words

EK Mastery Check begins at Level 140

© Imagine Learning LLC

65

### Mastery Checks Day 5 Essentials K

LEVEL 140

4) MASTERY CHECK

Goal: To determine how well Students can spell independently.

- Dictate the following words, reading down the columns.
- Dictate words if necessary.
- DO NOT remind Students to repeat the word. Teach-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.

sad	pan	bat	am	ham
mad	ran	jam	had	fan

- 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 2 or more words are misspelled on 2 consecutive Mastery Checks, placing the Student in a small group with closer monitoring and more opportunities for practice may be beneficial.

90%

© Imagine Learning LLC

66

## Mastery Checks Day 5 Essentials 1

SONDAY SYSTEM<sup>®</sup> ESSENTIALS 1 Lesson 65

### 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.

cab	off	pass	fuzz	shed
run	tell	gray	less	deep
seed	cuff	mess	wish	will
west	job	rot	fox	yet

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, place the Student in a small group with closer monitoring and more opportunities for practice may be beneficial.

85%

© Imagine Learning LLC

67

## Mastery Checks Day 5

**What it IS**

- Determines how well students can spell independently
- Phonics
- Determines mastery of skills
  - 90% or higher EK
  - 85% or higher E1
- 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

© Imagine Learning LLC

68

## 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 textured surface

**When spelling words: Touch Spelling**


- Segmenting words into individual sounds
- Marks each sound
- Identifies place value within word
- Utilizes the thumb and fingers of the non-writing hand

© Imagine Learning LLC

69

## Additional Practice

Essentials K – Lesson 151  
Essentials 1 – Lesson 131



© Imagine Learning LLC

70

## 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 trays, sandpaper
- Shaving cream on the desk
- Gel bags



© Imagine Learning LLC

71

## Creating Gel Pads




© Imagine Learning LLC

72

## Sunday 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
  - TOUCH SPELL when spelling




© Imagine Learning LLC

73

## Resources

- Supplemental Activities (for skill in pre-reading and reading)
- Independent Practice
- Error Correction
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Mastery Checks 60, 80, 100, 110, 120, & 130
  - EK only




© Imagine Learning LLC

74

## Closing Thoughts

Reading is

- Unique
- Highest expression of human intelligence
- Important
  - This skill is critical to our ability to thrive
  - How children are taught...affect 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

© Imagine Learning LLC

75

## Closing Thoughts

Our motto

# Overlearn to the automatic level!

© Imagine Learning LLC


76

## 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




Follow us! 

© Imagine Learning LLC

77

## 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.

Spean-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.

© Imagine Learning LLC

78