



sonday system 1
Training Module 2024-2025


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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

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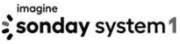
Arlene Sondag

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



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

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Lesson Plan – 35 minutes 

①	②	③	④	⑤	⑥
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud
2 minutes	2 minutes	5 minutes	7 minutes	5 minutes	10 minutes

Systematic Review →

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Step 6: Read Aloud
Using Decodable Text

THE LANE TWINS

Jane and Steve Lane are twins. The twins are in grade five at Pine Lake School. Twins do not have to like the same things. Mom and Dad say that is just fine and hope the twins will be who they wish to be. Steve likes to swim and dive, but Jane hates to get wet. She likes to sit in the shade at the pool, with a big hat and globs of white sunblock on her cheeks, nose, chin, legs, and arms. Her feet hang in the pool to keep her cool.

Let's Practice!

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Objective

Participants will promote students' reading success through fidelity, intensity, and content of reading instruction.

Essential elements of OG instruction:

- Direct & Explicit
- Simultaneous & Multisensory
- Systematic & Cumulative
- Synthetic & Structured
- Diagnostic & Prescriptive

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How We Teach Simultaneous & Multisensory

*"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

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The Sondag System 1 Intervention Set

Online Platform: winsorlearning.com

Materials available for up to 15 students including 5 SoR Student Resource Books

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Let's Practice Vowel Sounds Short & Long

a

Vowels have
at least
2 sounds.

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Step 1: Read Sounds Let's Practice

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Lesson Plan

imagine **sondag system 1**

①	②	③	④	⑤	⑥
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud

2 minutes

Systematic Review

→

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Read Sounds Level 8 pg. 53

Read the bullets to understand what to do.

- Review Sound Cards 1-23
- As new sounds are introduced, the card deck grows
- Student reads sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

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Step 1: Read Sounds Error Correction


What is considered an error?

- Inability to produce sound(s)
- Incorrect sound(s)
- Hesitation

Error Correction

- Teacher says, "Let's trace!"
- Have the students:
 - SEE the letter
 - TRACE the letter
 - SAY the sound
- Repeat this 2-3 times

Put the Sound Card back in the deck for additional practice.
Click Dog Ear for online platform.



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Lesson Plan

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①	②	③	④	⑤	⑥
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud
2 minutes	2 minutes				

Systematic Review →

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Spell Sounds Level 8 pg. 53

Read the bullets to understand what to do.

- Dictate the following sounds, one at a time.
- Dictate SHORT vowel sounds

i d u r o p a x

- Students repeat the sound.
- Students write the letter on paper.
- Questions to Ask the Student
- Ball Toss Game – for phonemic awareness



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Step 2: Spell Sounds Modeling

SONDAY SYSTEM - Student Notebook

Name: _____ Date: _____ Seat: _____

2 SPELL SOUNDS i d u r /ooo p a a a x ay c, k	4 SPELL WORDS _____ _____ _____ _____
---	---

This is ~~x~~/i. Say /o/. Repeat /o/.
What letter makes the /o/ sound?
Don't see /j/? Cross it out and write /o/ correctly.
Let's ALL write /o/ again two more times and say it as you write.

Diagnostic and Prescriptive

- Which sounds were spelled correctly?
- On which sound(s) did THIS student have an error?
- On which sound(s) did someone else have an error?

Don't forget the Ball Toss Game!

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Step 2: Spell Sounds Error Correction

What is considered an error?

- Inability to identify or write grapheme(s)
- Incorrect letter(s) written
- Hesitation

Error Correction

- This is ~~x~~/i. (Write it on the board then cross it out.)
- Say /v/.
- What letter makes the /v/ sound?
- If you don't have /v/, cross it out and write /v/.
- Everyone, write /v/ two more times and say it as you write.



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Lesson Plan

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①	②	③	④	⑤	⑥
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud
2 minutes	2 minutes	5 minutes			

Systematic Review →

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Read Words Level 8 pg. 54

Read the bullets to understand what to do.

- Student reads aloud from the following sources.
- Material is provided for several sessions.
 - Sight cards 1-5
 - Word Book pg. 14
 - Word Cards: pink, blue, green (mixed)

Goals

- Accuracy
- Automaticity

How? Unison – Echo – Casino – Around the Table – Chunking

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Step 3: Read Words Error Correction

What is considered an error?

- Read words incorrectly
- Omits/adds sound(s)
- Transposes
- Segments
- Hesitation

Error Correction

- Teacher says, "Trace!"
- Have the students:
 - SEE the word
 - TRACE each letter
 - SAY each sound
- Students blend the sounds while pulling fingers underneath the word and saying the word 3 times.
- Students blend and reread the word 2 more times for automaticity.



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Lesson Plan

imagine
sonday system 1

1	2	3	4	5	6
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud
2 minutes	2 minutes	5 minutes	7 minutes		

Systematic Review →

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Spell Words Level 8 pg. 54

Read the bullets to understand what to do.

- Dictate each word aloud, reading down the column.
- Student repeats each word, Touch Spells each word, and says each sound out loud while writing it on the page.
- Dictate each word aloud, going down.

cup bay mop hit sad do

- Student reads the list of words written.

Goals

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Step 4: Spell Words Modeling

SONDAY SYSTEM - Student Notebook

Name: _____ Date: _____ Unit: _____

2. SPELL SOUNDS	4. SPELL WORDS		
i	cup		
d	bay		
u	mop		
r	hit	hit hit	
o	sad	sad sad	
p	do		
a			
x			
ay			
c			
k			

Error?
This is ~~not~~. Cross out the misspelled word.
Say hit.
Touch Spell hit.
Grab the errored sound.
Ask...
What SOUND do you hear?
What LETTER(s) makes that sound?
Don't see , cross it out and write it correctly.
Everyone write it two more times while saying the sounds.
Reread words written to work on fluency!

Reminder: This is an example. Students should write in pen in the Student Notebook.

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Step 4: Spell Words Error Correction

What is considered an error?

- Incorrect spelling.
- Hesitation


Error Correction

- This is "___" Say "___"
- Touch Spell "___"
- Stop at the errored sound and ask:
 - What SOUND do you hear?
 - What LETTER(s) makes that sound?
- If you don't have "___", cross it out and write "___"
- Everyone, write "___" two more times to make it permanent!



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Step 4: Spell Words Writing Sentences



- C - Capitalization
- A - Appearance, Organization, and Count (#) your words
- P - Punctuation
- S - Spelling

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Step 4: Phrases and Sentences

Read the bullets

- At each session, dictate two* of the following sentences.
- Student repeats the sentence and writes it on paper.

4. SPELL WORDS - Phrases and Sentences

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Sam can run to the ~~be~~ bay

* Student reads aloud words and sentences written above.

C ✓

A ✓

P ✓

S ✓

- Check for capitalization, punctuation, and spelling.
- Student reads aloud the sentences just written.

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Lesson Plan imagine sonday system 1

1	2	3	4	5	6
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud
2 minutes	2 minutes	5 minutes	7 minutes	5 minutes	

Systematic Review

→

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Step 5: New Material Level 8 pg. 55

- Levels teach different concepts.
 - ✓ Letter sounds – Blends – Sight Words
- Direct and Explicit instruction using multisensory strategies.
 - ✓ Tracing & Touch Spelling → Both are used in this step
- Students will be asked to read and spell.
 - ✓ Mastery = accurately with ease
- When more than one concept is identified, levels will be taught more than once.
- All 6 steps of the lesson are conducted when repeating a lesson.

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Step 5: New Material Acquisition of Sight Words the Traditional Way

Goal: Students should be able to read and spell Sight Words.

Directions for how to teach Sight Words are listed in bullets in the Learning Plan Book.

- Show the student one Sight Word Card, say it aloud and ask the student to repeat it.
- Student traces the letter on the table while saying the letter NAMES.
- Student repeats the word before AND after tracing.
- Repeat as needed.

Student writes the new Sight Word on the Notebook page several times while saying the letter names.

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Step 5: New Material Acquisition of Sight Words – Heart Word Method

Goal: Students should be able to read and spell Sight Words – Heart Word Method

Directions for how to teach Sight Words are listed in bullets in the Learning Plan Book.

- Show the student one Sight Word Card, say it aloud and ask the student to repeat it.
- Students copy the word on their paper (if needed)
- Student points to any known consonants and says the sound of that consonant.
- Teacher identifies and pronounces the unknown or irregular sounds. Ask the student to repeat.
- Student traces the letter on the table while saying the sounds. Student then blends the sounds together and says the word.
- Student then write the sight word or irregular word on their paper 3 times while saying the letter names aloud. Repeat as needed.

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Teaching The Phonemic Code English Language Rules

Direct, explicit instruction:

1. Sound
2. Place Value
3. Additional Information

~ 90% of English words follow regular patterns.



Example:
The letters ai make the sound /ā/
in the beginning or middle of a word.
The letters ai are often followed by l or n.

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Step 5: New Material Introduce New Sound pg. 55

Read the bullets to understand what to do.

- Show the Card and say the sound (code).
 - **Teach** the sound, place value, and added information
- Student repeats the sound and **traces**.
 - Multiple surfaces, multiple times
 - **Writes** sound in Sunday Notebook 3x
- Student **reads** words from the Word Book pg. 15
- Dictate the following words.
- Student repeats the word, Touch Spells each word and says each sound out loud = **spells** the word on paper.
- Student reads the **list** of words written.

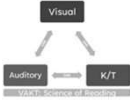



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Step 5: New Material Error Correction

Reading Words

- Reading = Tracing
- Trace




Spelling Words

1. This is “___.” Say “___.”
2. Touch Spell “___.”
3. Stop at the errored sound and ask:
 - What SOUND do you hear?
 - What LETTER(s) makes that sound?
4. Don't have “___”, cross it out and write “___.”
5. Everyone, write “___” two more times to make it permanent!

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Complete Sunday Notebook Page for Data Collection

What do you notice about this work?



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Knowing When to Reteach a Level

- Many students need more than one day mastering a concept. Repetition matters.
- Mastery is established when students can read words accurately and fluently.
- Use the Mastery Check criteria as a gauge.
 - Read 20 words with 90% accuracy in 30 seconds or less
 - Spell words with 85% accuracy
- When reteaching, have students trace the sound multiple times.
 - Tracing locks learning into long term memory.
 - Overlearn to the automatic level!

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Learning Plan Book Components


Scope and Sequence

- Pg 196*
- Use during IEP/RTI/MTSS meetings
- GPS

English Language Rules

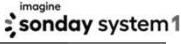
- Pg. 192-193*
- Embedded in each lesson plan

*Based on book edition



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Lesson Plan



1	2	3	4	5	6
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud
2 minutes	2 minutes	5 minutes	7 minutes	5 minutes	10 minutes

Systematic Review

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Step 6: Read Aloud

Level 8 pg. 56


Read the bullets to understand what to do.

- Choose one of the following activities at each session.
- Application of skills learned during Steps 1-5

- Sentences – Word Book pg. 16
- Books and Fluency passages
 - Decodable vs. Leveled text

Other options:

- Reading Strip 5-7
- Board Game with mixed word cards




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Step 6: Read Aloud

Using Decodable Text

My Pal Chuck
 I am Jess Dench and Chuck Webb is my best pal. He is five feet. I go up to his chin. Chuck is a lot of fun. We do not chat a lot in class or yak, yak, yak on a cell, but we do run a lot. It is sad that we still huff and puff when we run up a steep hill. We need to run a lot so as not to huff and puff so much.
 Chuck is a math whiz. He is a hot shot in math, but he does not act big or brag.



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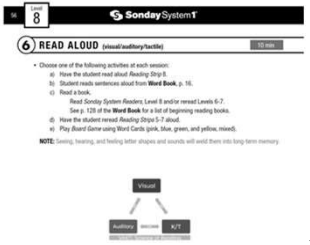
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Step 6: Read Aloud

Error Correction

Teacher says: "Trace."
 Make sure the student is:

- Looking at the word.
- Tracing the letters in the word.
- Saying the sounds of the letters.
- Blending the sounds together to read the whole word by pulling 2 fingers underneath to blend and read 3 times aloud.




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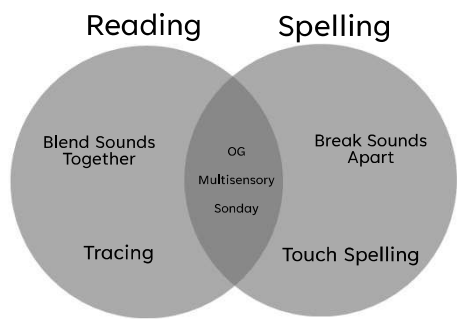
Decodable Readers Available Through Winsor Learning

1. Sonday System 1 Readers
2. PhonicBooks™ Series Readers
3. Winsor Learning Readers



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Reading (left circle): Blend Sounds Together, Tracing

Spelling (right circle): Break Sounds Apart, Touch Spelling

Overlap (OG Multisensory Sonday): OG, Multisensory, Sonday

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Pacing

In the lesson and within each section

Dictated by student need and success-

Go as fast as possible
BUT
as slowly as necessary!

On-going data collection


- Mastery Checks after every 3rd level
 - Read Words
 - Spell Words

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Mastery Check for Reading

Level 9 pg. 61

- Every 3rd level
- Document
 - Time it took to read all 20 words
 - Number of words read correctly
- Mastery
 - All 20 words read in 30 seconds
 - 90% accuracy
- Not mastered?
 - Didn't pass the timing component
 - Fluency issue
 - Didn't pass the accuracy rate
 - Phonics issue



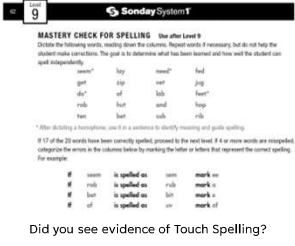
Are students tracing without prompts?

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Mastery Check for Spelling

Level 9 pg. 62

- Assessed after every 3rd level
- Implemented whole group
- Use of multisensory strategy encouraged
 - Touch Spelling
 - Individually if needed
- Mastery
 - 17 out of 20 words
 - 85% accuracy rate or higher
- Did not pass?
 - Identify errored sounds
 - Reteach levels with errored sounds
 - Reassess when mastered




Did you see evidence of Touch Spelling?

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Mastery Checks

Assessment occurs *within* the Lesson Plan

- STEP 1: Read Sounds
- STEP 2: Spell Sounds
- STEP 3: Read Words
 - Mastery Check for Reading (individual)
 - 90% Accuracy / 30 seconds
- STEP 4: Spell Words
 - Mastery Check for Spelling (whole group)
 - 85% Accuracy / No Time Limit
- STEP 5: NO NEW MATERIAL
- STEP 6: Read Aloud



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Science of Reading Warm Up & Cool Down


Optional Activities

2-10 minute activities done before and/or after the Sonday System lesson to provide additional support for areas of concern.


General Areas Covered throughout the Lessons include:

- Vocabulary
- Comprehension
- Articulation
- Syntax
- Fluency

- Prosody
- Pragmatics
- Morphology
- Phonological and Phonemic Awareness



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Is an effective intervention program because of:

WHAT is taught

- Five Essential Components of Reading Instruction

HOW it is taught

- Orton-Gillingham Multisensory Approach
- Utilizes the Science of Reading

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What is Taught

Five Essential Components of Reading Instruction

1. **Phonemic Awareness**

2. **Phonics**
(letter sounds)

3. **Fluency**
(rate, accuracy, prosody)



4. **Vocabulary**

5. **Comprehension**
(picture, listening, text)

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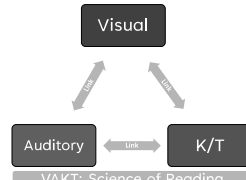
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How We Teach

Simultaneous & Multisensory

*“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



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Student Assessments

Sonday System Assessments & Student Record Book

Placement Test (yearly)

- Where do I start?
- How should I group students?


Pre-Reading Survey

- Are they ready for Sonday System 1?

Pre/Post Test (Baseline - optional)

- How can I demonstrate growth over time?

Other Assessments



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Analyzing Placement Test

Determining Starting Point and Grouping

- Review results
- Select the highest range where the student demonstrated mastery
- Begin instruction at the highest level within that range
- Most commonly, the spelling results will be lower
- Group students with similar skill deficits

Test	Begin Instruction at Level
Didn't pass 1-9 on reading or spelling.	1
1-9	9
10-18	18
19-23	23
24-26	26
27-30	30
31-36	36

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Assessment Progression – Pre-Reading Survey

Limited Ability to Decode CVC Words

Use the TRB page 5 to administer the Pre-Reading Survey for students who demonstrate weaknesses in essential foundational elements of literacy.

Scores above 85 on Pre-Reading Survey:

- Fantastic! Start instruction at Level 1 - teach with integrity and rigor!

Scores below 85 on the Pre-Reading Survey:

- There are weaknesses in foundational skills which must be addressed
 1. Begin instruction in the Pre-Reading Levels for scores 75-85
 2. Teach within the length of time needed to master the skills
 3. Scores below 75 might warrant use of Let's Play Learn

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Assessment Progression – Placement Test

Consistent Ability to Decode CVC Words

Use the TRB page 29 to administer the Placement Test

- Lower outcomes in Placement Test Levels 1-9 - in Reading and/or Spelling –might suggest you administer the Pre-Reading Survey to ensure foundational skills are mastered. (see previous slide)
- Steady outcomes during the Placement Test can be scored and analyzed to determine what level to begin and how to group students for instruction. (see next slide)

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Making Instructional Decisions Using the Teacher Resource Book

pg. 4

GETTING STARTED

ADMINISTER PRE-READING SURVEY TO:

- Preschool
- Grade K-3
- Non-readers (any age) and who lack letter knowledge or sound awareness.

If scores are:

Below 75	75-85	above 85
----------	-------	----------

Students with low accuracy and/or who are reading sound by sound.

Are they ready for Sondy System 1?

How can I show growth?

Where should we start? How should I group students?

Let's Play Learn!
Use Mastery Checks to establish starting level

Sondy System 1[™] Pre-Reading Level 1

Sondy System 1[™]

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Pre-Reading Levels 1-4

Check for Knowledge

page vi

Collect Assessment Data

- Pre-Reading Survey
- Match the assessment to the Pre-Reading Levels 1-4 activities
- Mastery is accuracy with ease
- Pre-Reading Level 5
- Identify what letters can be read and spelled using Check for Knowledge pg. 15
- Mastery is reading and spelling letters accurately with ease

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Instructional Approach with Pre-Reading Levels

LPB pages 1-17

1. Warm Up
 - Select 2-3 activities from Pre-Reading Levels 1-4 that **ARE** secure
 - Spend 1-2 minutes per activity
2. Directly Instruct
 - Direct and explicit instruction with 1-3 skills **NOT** secure
 - Spend the identified time listed on each activity
3. End with Pre-Reading Level 5
 - Reading and spelling sound cards 1-17
 - Use the Check for Knowledge pg. 15 to determine which sounds are mastered

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Pre-Reading Levels 1-2

Mastery = Accuracy with Automaticity

<p>Level 1: Learning the Alphabet</p> <p>1.1 Sing and Say the Alphabet PRS Subtest 1</p> <p>1.2 Name the Letters PRS Subtest 2</p> <p>1.3 Seek and Find Before and After PRS Subtest 3</p>	<p>Level 2: Developing Listening Skills</p> <p>2.1 Listen to Rhythm Clapping patterns PRS Subtest 4</p> <p>2.2 Listen to Onset Sounds PRS Subtest 12</p> <p>2.3 Listening to Rhyming Words PRS Subtest 6, 7, 12</p>
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Incorporate multisensory techniques when teaching these components!

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Pre-Reading Level 3

PRE-READING LEVEL 3: PRINTING LETTERS

MATERIALS NEEDED: Media Kit, Letter Tactile Cards, Word Book, Printing Practice Pages, Paper and Pencil

Level 3: Printing Letters

3.1 Practice Lower Case Letters

3.2 Practice Upper Case Letters
PRS Subtest 16

Support with:

- Use of language to explain the movement of strokes
- Trace Letters
Tactile cards, sky writing
- Draw Letters
Sand tray, shaving cream, firm or hard surface, fabric or carpet squares, plastic mesh, shelf-liner paper
- Print Letters (upper- and lowercase)
Pencil, felt-tip marker

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Pre-Reading Levels 4-5

Mastery = Accuracy with Automaticity

<p>Level 4: Phonological Awareness</p> <p>4.1 Combine Words PRS Subtest 9</p> <p>4.2 Divide Words PRS Subtest 10</p> <p>4.3 Combine Word Parts PRS Subtest 11, 13</p> <p>4.4 Combine Sounds PRS Subtest 13</p> <p>4.5 Rearrange Words PRS Subtest 15</p>	<p>Level 5: Converting Letter to Sound</p> <p>Check for Knowledge pg. 15</p> <p>Identify a baseline</p> <ol style="list-style-type: none"> 1. Read Sounds that are mastered 2. Spell Sounds 3. Introduce New Material 4. Reading Game
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Incorporate multisensory techniques when teaching these components!

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Learning Plan Book Components

- 5 Pre-Reading Levels
 - Phonological Awareness
 - Phonemic Awareness
 - Alphabet
 - Upper/Lower Case Letter Formation
- 36 Reading Levels
 - Begin where proficiency is indicated
- Mastery Checks for Reading and Spelling
 - Every 3rd level



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Level 1: 4 Step Lesson Plan

pg. 19

1. Read Sounds
2. Spell Sounds
3. Introduce New Material
 - Sound Card 18
4. Read Aloud

Why only 4 steps?

a

This is the first vowel!

SUGGESTION: Watch Level 1 video

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Sonday System Non-negotiables

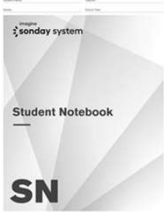

What is fidelity?

When a lesson is conducted:

- ALL steps are incorporated using the specified time limits
- Multisensory strategies are consistently utilized for support and with errors
 - ✓ Tracing when reading
 - ✓ Touch Spelling when spelling words
- A new page in the Student Notebook is used each lesson

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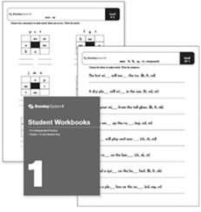
Data Drives Instruction

One sheet per day
Evidence of work in each step and error correction

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Student Workbooks



Use outside of the lesson to extend learning.
Reinforced the following day in Step 3: Read Words

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Kids are worth whatever it takes!

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