

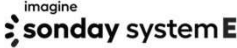


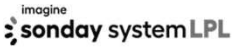
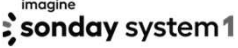
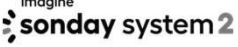
PROFESSIONAL DEVELOPMENT FOR
imagine sonday system 1
 Training Module 2024-2025



1



 THE SONDAY SYSTEM PRODUCT LINE:
 Solving and Preventing Reading Failure


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






2

Arlene Sonday

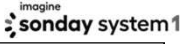


2009 Recipient of the Margaret Byrd Rawson Lifetime Achievement Award
 (International Dyslexia Association)





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

3

Lesson Plan – 35 minutes 

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


4

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!

What school do the twins attend? Read the sentence that tells you that.

Do twins have to like the same things? Read the sentence that supports your answer.

How do Jane and Steve's parents feel about them liking different things? Justify your answer.

Read the sentence that tells you where Jane wears her white sunblock.

5

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

6

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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7

The Sondag System 1 Intervention Set

Online Platform: winsorlearning.com

Materials available for up to 20 students and/or 6 instructional groups

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8

Let's Practice Vowel Sounds Short & Long

a

Vowels have at least 2 sounds.

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9

Step 1: Read Sounds Let's Practice

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10

Lesson Plan

imagine **sondag system 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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11

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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12

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.



13

Lesson Plan

imagine **sonday system 1**

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

Systematic Review →

14


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



15

Step 2: Spell Sounds Modeling

SONDAY SYSTEM - Student Notebook

Name: _____ Date: _____ Seat: _____

2 SPELL SOUNDS	4 SPELL WORDS
i	
d	
u	
r	
o	
p	
a	
a	
x	
ay	
c, k	

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!

16


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.



17

Lesson Plan

imagine **sonday system 1**

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

Systematic Review →

18

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

19


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.



20

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 →

21

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

22

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 e o _____	sad _____	sad sad _____
p _____	do _____	
a a 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.

23


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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25

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

6

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

Systematic Review

→

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27

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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30

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.

31

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.

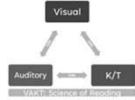



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Step 5: New Material Error Correction

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!

33

Complete Sunday Notebook Page for Data Collection

What do you notice about this work?



34

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 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 216*
- Use during IEP/RTI/MTSS meetings
- GPS

English Language Rules

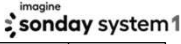
- Pg. 212-213*
- Embedded in each lesson plan

*Based on book edition



36

Lesson Plan



1	2	3	4	5	
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 →

37

37

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




38

38

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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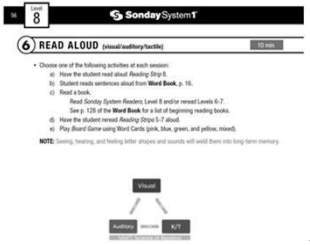
39

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.




40

40

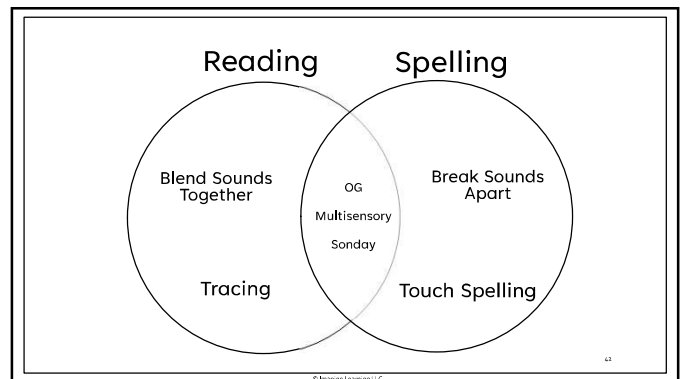
Decodable Readers Available Through Winsor Learning

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



41

41



42

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

43

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



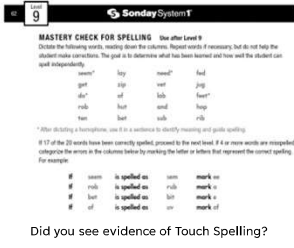
Are students tracing without prompts?

44

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?

45

Mastery Checks

Assessment occurs *within* the Lesson Plan

STEP 1:	Read Sounds
STEP 2:	Spell Sounds
STEP 3:	Read Words <ul style="list-style-type: none"> Mastery Check for Reading (individual) 90% Accuracy / 30 seconds
STEP 4:	Spell Words <ul style="list-style-type: none"> Mastery Check for Spelling (whole group) 85% Accuracy / No Time Limit
STEP 5:	NO NEW MATERIAL
STEP 6:	Read Aloud

Record Data Percentage & Time

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Science of Reading Warm Up & Cool Down


Optional Activities

5-10 minute activities done before and/or after the Sonday lesson to provide additional support in areas of concern throughout the system

General Areas Covered throughout the Lessons include:

•Phonological and Phonemic Awareness	•Vocabulary	•Prosody
•Phonics	•Comprehension	•Pragmatics
•Fluency	•Articulation	•Morphology
	•Syntax	

47



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

48


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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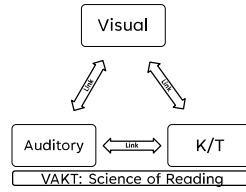
49

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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50

Student Assessments

Teacher Resource Book & Student Record Book

Placement Test (yearly)

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


Pre-Reading Survey

- Are they ready for Sunday 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?

Let's Play Learn!

Use Mastery Checks to establish starting level

Sondy System 1[®]
Pre-Reading Level 1

After completing Pre-Reading Levels 1-5
ADMINISTER SONDAY SYSTEM 1[®]
PRE-TEST

BEGIN SONDAY SYSTEM 1[®]
Reading Level 1

Sondy System 1[®]

ADMINISTER SONDAY SYSTEM 1[®]
PRE-TEST

ADMINISTER SONDAY SYSTEM 1[®]
PLACEMENT TEST

BEGIN WHERE PLACEMENT TEST INDICATES

How can I show growth?

Where should we start?

How should I group students?

55

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

56

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

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

Incorporate multisensory techniques when teaching these components!

58

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

<p>Level 3: Printing Letters</p> <p>3.1 Practice Lower Case Letters</p> <p>3.2 Practice Upper Case Letters <small>PRS Subtest 16</small></p>	<p>Support with:</p> <p>Use of language to explain the movement of strokes</p> <p>Trace Letters Tactile cards, sky writing</p> <p>Draw Letters Sand tray, shaving cream, firm or hard surface, fabric or carpet squares, plastic mesh, shelf-liner paper</p> <p>Print Letters (upper- and lowercase) Pencil, felt-tip marker</p>
---	---

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Pre-Reading Levels 4-5

Mastery = Accuracy with Automaticity

Level 4: Phonological Awareness		Level 5: Converting Letter to Sound	
4.1	Combine Words <small>PRS Subtest 9</small>	1.	Read Sounds that are mastered
4.2	Divide Words <small>PRS Subtest 10</small>	2.	Spell Sounds
4.3	Combine Word Parts <small>PRS Subtest 11, 13</small>	3.	Introduce New Material
4.4	Combine Sounds <small>PRS Subtest 13</small>	4.	Reading Game
4.5	Rearrange Words <small>PRS Subtest 15</small>		

Incorporate multisensory techniques when teaching these components!


60

- EHO** 4.1 Blend words
- 4.2 Segment words
- 4.3 Blend word parts
- 4.4 Blend Sounds
- 4.5 Delete word parts

Elizabeth Hawes, 2023-09-19T18:38:36.810

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



SN

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

SONDAY SYSTEM - Student Notebook

Date: 9/28/24

I WILL WRITE:

b, d, g, t

u

r

e

p

a, o, a

x

s, j

c, k

I WILL READ: Please read and correct when done.

Sam can run to the big dog.

I WILL READ WITH HELP:

ee: meek feed see


ee: tea feet feet

ee: feet feet feet

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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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