Slide 1

PROFESSIONAL DEVELOPMENT FOR
imagine sonday system 2

Training Module 2024 – 2025

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Slide 2

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THE SONDAY SYSTEM PRODUCT LINE:
Solving and Preventing Reading Failure

imagine sonday system E

imagine sonday system LPL

imagine sonday system 1

imagine sonday system 2

Scientifically–Based Reading Research
Orton–Gillingham Approach
Structured Literacy

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Slide 3

Arlene Sonday

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

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

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Slide 4

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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Slide 5

Improving adolescents' literacy is more difficult… for several reasons:

Attitudes
&
Accommodations

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Slide 6

The Sonday System 2 Intervention Set

Online Platform: winsorlearning.com

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

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Slide 7

Lesson Plan — 35 minutes

imagine **sonday system**

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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Slide 8

Step 6: Read Aloud

Using Texts

The Saturday Morning Project
One Friday night, Julie slept over at Grandma's house. She was excited. She did not know what to expect. Grandma always surprised her.

The next morning, Grandma said they would make pancakes. First, they sifted flour, salt, and baking powder into a bowl. Next, Julie beat eggs in another bowl.

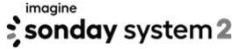Grandma melted butter in a pot. She added the melted butter and milk to the eggs. After that, Julie added the dry ingredients. Then she stirred everything together.

Choose text that can be read with 95% accuracy or higher.
Identify comprehension strategies that align with a grade level standards.

When did Julie become excited?

What day did Julie learn they would be making pancakes?

Identify the dry ingredients. Summarize how ingredients were blended.

Using your background knowledge, infer what might happen next?

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Slide 9

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Is an effective intervention program because of:

WHAT is taught
- Five Essential Components of Reading Instruction

HOW it is taught
- The Science of Reading
- Structured Literacy
- Multisensory Instruction
- Orton Gillingham Approach

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Slide 10

What is Taught

Five Essential Components of Reading Instruction

Phonemic Awareness

Phonics

(letter sounds)

Fluency

(rate, accuracy, prosody)

Vocabulary

Comprehension

(picture, listening, text)
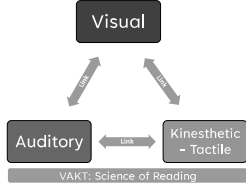
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Slide 11

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

Visual

Auditory ← Link → **Kinesthetic – Tactile**

VAKT: Science of Reading

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Slide 12

Learning Plan Book

Components

34 Reading Levels
- Students begin where proficiency is indicated
- Sounds taught in sequential order
  - Simple to complex

Mastery Checks for Reading and Spelling
- Every 3rd level
- Diagnostic & Prescriptive

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Learning Plan Book

2

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Learning Plan Book
Components
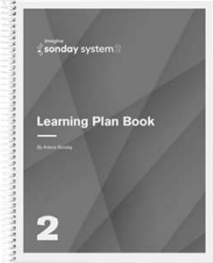
Scope and Sequence
- Back of the book pg. 236*
- Use during IEP/Rtl/MTSS meetings GPS

English Language Rules
- Pg. 229–231*
- Embedded in each lesson plan

*Based on book edition

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Getting Started
Student Assessments

1. **Entry Test Pg. 2**
   - Are they ready for Sonday System 2?

2. **Sonday System Assessments(SSA) & Student Record Book (SRB)**
   Pre/Post Test –
   - Baseline – Optional Assessment
   - How can I show growth over time?
   - Placement Test – Yearly (Start 2nd year)
   - Where do I start?
   - Who should I group together?

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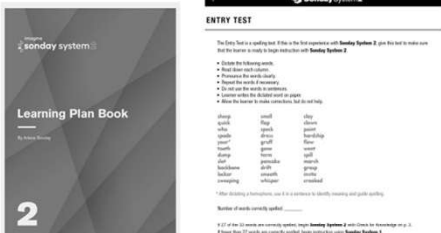
14

Entry Test
Diagnostic Assessment Learning Plan Book pg. 2

Analyze results!

* Common errors in certain sounds?

* Sight Words?

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Making Instructional Decisions Using Sonday System Assessments (SSA) – page 4

Are they ready for Sonday System 2?

What level should instruction begin? Which students can form an instructional group?

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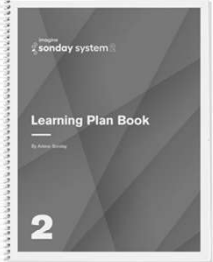| Sonday System 1	Sonday System 2
Easy to follow lesson plans	Easy to follow lesson plans
Direct & Explicit	Direct & Explicit
35 Minute Lesson Plan	35 Minute Lesson Plan (Step 5: New information/content introduced)
★	May need more teacher preparation
Simultaneous & Multisensory	Simultaneous & Multisensory
Systematic & Cumulative	Systematic & Cumulative
Teaches English Code (Basic)	Teaches English Code (Upper-level language structure)
Synthetic & Analytic	Synthetic & Analytic
Mastery Checks (Every 3rd Level)	Mastery Checks (Every 3rd Level)
Diagnostic & Prescriptive	Diagnostic & Prescriptive
	Entry Test: Requires student cognitive readiness

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Steps in Teaching & Learning Printed Word Recognition in English

Moats, 2000, Speech to Print

Greek-derived morphemes

Derivational Morphology: Anglo Saxon & Latin Roots, Prefixes, Suffixes

Inflectional Morphology

Common Syllables, Syllabication

Fluent Recognition of Word Families

300–500 "Sight Words"

Phoneme–Grapheme Correspondences

Phonological Awareness

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7+ |

KEY
- Sonday System 1
- Sonday System 2

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Slide 19

Lesson Plan — imagine sonday system

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

2 minutes

Systematic Review

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Slide 20

Step 1: Read Sounds

① READ SOUNDS (visual/auditory) — 2 min

- Review Sound Cards 1-38 (every session).
- Review Blend Cards 1-12 (every other session).
- Student reads the sound of each card aloud.
- Add cards to the decks when new sounds are introduced.

R: Ask for 2 sounds of all single vowels and y.
R: Ask for clear, clipped sounds of consonants.   **Error? Trace!**

v   j   -ft

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Slide 21

Step 1: Read Sounds
Error Correction

What is considered an error?
- Incorrect sound(s)
- Hesitation

Error Correction
- Teacher says, **"Trace!"**
- Have the students:

  👁 **SEE the letter(s)**
  ✍ **TRACE the letter(s)**
  👄 **SAY the sound**

- Trace **3x** then put card back in the deck.

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Slide 22

Lesson Plan — imagine sonday system

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

2 minutes   2 minutes

Systematic Review

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Slide 23

Step 2: Spell Sounds

Read the bullets to know what to do!

② SPELL SOUNDS (visual/auditory/tactile) — 2 min

- Dictate the following sounds, one at a time.
- Student repeats the sound.
- Student writes the sound on paper.

u   ar   or   e   all

QUESTIONS TO ASK THE STUDENT:
How do you spell /ŭ/ at the end of a word after a short vowel? (Answer: ll)
How do you spell long i at the end of a word? (Answer: y)
How do you spell /k/ after a short vowel? (Answer: ck)
What are the 2 ways to spell /oy/? (Answer: oy, oi)
NOTE: For more detail, definitions, or descriptions, consult Appendix B: Definitions and Descriptions, p. 232.

Error?
This is /x/. Say /ar/. Repeat /ar/.
What letter(s) make the /ar/ sound?
Don't see /__/? Cross it out and write /___/
correctly.
Everyone write /___/ two more times and say it
as you write.

SONDAY SYSTEM® - Student Notebook

Name:_____ Date:_____ Level:_____

2. SPELL SOUNDS   4. SPELL WORDS
u
ar ar ar
oo
or
e e e
all
ff
y
-ck
oy, oi

Questions to ask the student.

In this example, the instructor would demonstrate by crossing
out /r/ on the board and having student(s) write /ar/ three
times in their notebook(s).

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Slide 24

Step 2: Spell Sounds
Error Correction

What is considered an error?
- Incorrect letter(s) written
- Hesitation

Error Correction
- This is /x/. *(write it on the board)*
- Say /ar/. Repeat /ar/.
- What letter(s) make the /ar/ sound?
- Don't have /ar/, cross it out and write /ar/.
- Everyone, write /ar/ two more times, and say it as you write.

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Lesson Plan

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

Systematic Review →

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Slide 26

Step 3: Read Words

Read the bullets to know what to do!

③ **READ WORDS** — 5 min

- Learner reads aloud from the following sources. Material is provided for several sessions.
  1. Word Book, p. 32, Review ar, oo, or, all, y, oi, oy
  2. Word Book, p. 16, Nonsense words, column 3
  3. Word Book, p. 30, Compound Words
  4. Word Book, p. 25, Review -ck, End Blends 1
  5. Word Book, p. 26, Review -ck, End Blends 2
  6. Word Book, p. 28, ar, or
  7. Word Book, p. 29, y, oo, all, oy, oi
  8. Sight Word Cards #1-25
  9. Any previous Word Book list

R: When reading, if the learner does not readily recognize a word, leaves out a sound, transposes sounds, or adds a sound that is not in a word, have the learner trace the letters on the table while saying each sound, then blend the sounds into a word.

How? Unison – Echo – Around the Table – Partner Reading

Reading Word Lists

Exposure

Accuracy

Fluency

Tie in vocabulary later

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Slide 27

Step 3: Read Words

Building Vocabulary

| crutch |
| brow |
| roast |
| subside |
| sap |
| compose |
| harmless |

How?

Asking students questions:
- Match word with its meaning
- Antonym/Synonym
- Use word in a sentence
- Nouns/Verbs
- Multiple meanings
- Add prefix/suffix

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Slide 28

Step 3: Read Words
Error Correction

What is considered an error?

- Reads word incorrectly
  - Omits sound(s)
  - Transposes
  - Adds sound(s)
- **Hesitation**

Error Correction

- TRACE!
- **TRACING** each letter while…
- **SAYING** the letter sounds
- **BLENDING** sounds and *pulls fingers underneath word* while reading the word.
- Go back and reread for automaticity.

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Lesson Plan

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

Systematic Review →

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Step 4: Spell Words

Read the bullets to understand what to do!

- Dictate the following words to the student.
- Student **repeats** each word, **segments** each sound or syllable **(Touch Spells)** and writes the word.
- Dictate each word aloud, reading down the column. Correct errors **as they occur.**
- Student reads the list of words written.

Do not Touch Spell Sight Words/ Irregular Words

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Slide 31

Step 4: Spell Words

④ SPELL WORDS (visual/auditory/tactile/phonemic segmentation) [7 min]

- Dictate the following words, reading down the columns. Use sentences only for homophones.
- Student repeats each word, says sounds aloud while writing the word. Segment multisyllable words and Touch Spell troublesome syllables. Correct errors using eliciting questions.
- Material is provided for several sessions.

SONDAY SYSTEM® - Student Notebook

Name_____ Date_____ Level_____

2. SPELL SOUNDS | 4. SPELL WORDS

sport
dap damp damp damp
duck
sunsit sunset sunset
march
one
spoon
hunt

This is dap. Say damp. Touch Spell damp.
Grab the errored sound.
What SOUND(S) do you hear?
What LETTER(S) make that sound?
Don't have damp? Cross it out and write damp. Everyone write damp two more times while saying the word.

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Slide 32

Step 4: Spell Words
Error Correction

What is considered an error?
- Incorrect spelling
- Hesitation

Types of Errors	
Auditory	Spelled back for black
Visual	Spelled dlack for black
Rule-based	Spelled blak for black

Error Correction

1. This is "____." Say "____."
2. Touch Spell "____"
3. Stop at the errored sound and ask:
   - What **SOUND** do you hear?
   - *Can add eliciting questions here*
   - 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!
6. Say the word as you write.

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Slide 33

Error Correction

Ask *eliciting questions* that will:

1. Guide students through a critical thinking process.
2. Help students to self-correct.
3. Build confidence as students feel empowered.

REMINDER: *Avoid negative responses like "no", "whoops", "uh-oh", or "wrong".*

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Slide 34

Step 4: Spell Words

Editing Sentences

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

Students read sentence for fluency.

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Slide 35

Step 4: Spell Words
Phrases and Sentences
Read the bullets to understand what to do.

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

4. SPELL WORDS - Phrases and Sentences

⑦ D   march   b
did you marsh with the small band?

C ✔
A ✔
P ✔
S ✔

• Student reads aloud words and sentences written above.

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

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Slide 36

Lesson Plan

imagine sonday system

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

Systematic Review

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Step 5: New Material
Sight Words Traditional Way

Assess Sight Words
TRB pg. 63

where

w h e r e

⑤ INTRODUCE NEW MATERIAL (visual/auditory/tactile) [5 min]

1. Teach Sight Words/Irregular Words

Cards: Sight Word Cards 26-35

#26 where	#29 they	#32 says	#34 any
#27 there	#30 some	#33 want	#35 been
#28 gone	#31 come		

Teach

37

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.
- Student copies 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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Step 5: New Material
Vowel-Consonant-Silent E

Let's have students
see and **hear**
words when silent e is added

SONDAY SYSTEM® 2

cake   joke   ate   ote
these cute   ete   ute
bike   ite

2. Teach Sound
Card: Sound Card 39

a-e	long a as in cake
e-e	long e as in these
i-e	long i as in bike
o-e	long o as in joke
u-e	long u as in cute, /oo/ as in tune

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What is a syllable?

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.

40

Syllable Types & Syllable Division Patterns

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:	C-le
Pattern 6:	VV

6 Syllable Division Patterns

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Syllable Types
Open – Closed – Silent E

3. Teach Syllable Types
Watch the Syllable Types and Syllable Division Patterns video in the Digital Resources for a demonstration.
RULE: A syllable is a part of a word pronounced as a unit. A syllable consists of a vowel alone or a vowel combined with one or more consonants. A syllable has only one vowel sound.

O: Open syllable: Long vowel at the end of the syllable. Examples: be, me, ma, pi, so, cu
C: Closed syllable: Short vowel followed by one or more consonants. Examples: mat, doll, ad, moth, end
E: E syllable: A silent e (VCe) at the end of a syllable makes the preceding vowel long. Examples: mate, dime, cute, vote, tide
Student reads isolated syllables at the top of Worksheet 2 (Word Book, p. 34 or digital resources) and labels the syllables listed.
NOTE: Knowing syllable types and syllable division makes reading and spelling easier. Long words can be broken into parts or syllables, and the syllables can be blended together to make a word.

ma be pi so
mat bem pid sop
mate beme pide sope
★
Word Book pg 34

BIG IDEA: *When you know what type of syllable a word part is, you know the vowel sound.*

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What is Syllable Division?

- Breaking multisyllabic words into syllables to **decode** and **encode.**
- Helps students identify the **vowel sounds** within a word.
- 6 Syllable Division Patterns
  - **Pattern 1: VCCV**
  - **Pattern 2: VCV**
  - **Pattern 3: VCCCV**
  - Pattern 4(a): Suffixes
  - Pattern 4(b): Prefixes
  - Pattern 5: C-le
  - Pattern 6: V V

Changing how students see multisyllabic words

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Steps for Syllable Division

🔍 Scan for vowels

👀 Look between the vowels

🖩 Divide

🧠 Identify the syllable types

📖 Read the word

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Syllable Division Pattern 1

VCCV

When there are two consonants together, with a vowel on each side, break between the consonants.

4. Teach Syllable Division Patterns
- INTRODUCE JUST ONE PATTERN AT A SESSION.
- Words are divided into syllables following the patterns below where V=vowel and C=consonant.

Pattern 1: VC/CV

Directly teach, model with **"I DO"** to **"WE Do"**

RULE: When there are two consonants together, with a vowel on each side, break between the consonants. The first syllable is always a closed syllable with a short vowel.

rob/bit   vel/vet   nap/kin   in/vite

Use Worksheet 3 (Word Book, p. 35 or digital resources), and practice Pattern 1.
- Student divides each word into syllables by drawing a line between where the consonants.
- Student labels the syllable types. Example: C tab/let C
- Student reads each syllable and then reads them together to form a word.

"You Do" (assessing)

hid / den   hidden   spin / ning   spinning
up / set   upset   ab / sent   absent

R: After teaching this pattern, enter the following words in the blank vc/cv spaces of SPELL WORDS to dictate at the next session.

⭐ Worksheet 3 in WB   absent   problem   oblong   combat   velvet   compact

45

Syllable Division Pattern 1

VC/CV

🔍 Scan for vowels

👀 Look between the vowels

🖩 Divide

🧠 Identify the syllable type

📖 Read the word

c   o
jumbo
v c | c v

c   e
invite
v c | c v

I Do – Teacher modeling   We Do – We both do it together
You Do – Students work independently

⭐ Word Book pg. 35

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Your Turn!

Media Kit Worksheet #3 in the Word Book

absent	alcove	alto
ditto	problem	oblong
album	inside	submit
umpire	stubby	pinto

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Syllable Division Pattern 2

v/cv or vc/v

When there is one consonant between two vowels, the syllable may break **before** or **after** the single consonant.

b a | s i c
v | c | v

p a | n i c
v | c | v

4. Teach Syllable Division Patterns (continued)
Pattern 2: VCV
RULE: When there is one consonant between two vowels, the syllable may break before or after the single consonant. The first choice is wise, breaking before the consonant. If the word is unfamiliar, give the correct pronunciation.

Pattern 2a: V/CV (first choice)
RULE: When there is a long vowel at the end of the first syllable, divide the word after the vowel. The first syllable is open.
be/long   po/lo   pre/vent   ba/con
Use Worksheet 4 (Word Book, p. 36 or digital resources), and practice Pattern 2a, column 1.
- Student divides each word into syllables by drawing a line between the long vowel and the consonant.
- Student labels the syllable types. Example: O va/lent C
- Student reads each syllable and then reads them together to form a word.
a / pen   open   be / fore   before
Po / lish   Polish   re / fine   refine
R: After teaching this pattern, enter the following words in the blank vcv spaces of SPELL WORDS to dictate at the next session.
refine   open   locust   belong   even   remote

⭐Word Book pg. 36

Pattern 2b: VC/V (second choice)
RULE: When there is a short vowel in the first syllable, break after the consonant. The first syllable is closed.
cab/in   sol/id   rod/ish   sat/in
Use Worksheet 4 (Word Book, p. 36 or digital resources), and practice Pattern 2b, column 2.
- Student divides each word into syllables by drawing a line between the consonant and the vowel that follows.
- Student labels the syllable types. Example: C cab/in C
- Student reads each syllable and then reads them together to form a word.
rod / ish   radish   pol / ish   polish
pan / ic   panic   sal / ine   saline
R: After teaching this pattern, enter the following words in the blank vc/v spaces of SPELL WORDS to dictate at the next session.
cabin   habit   seven   finish   planet   comet

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Syllable Division Pattern 2

v/cv or vc/v

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

o | c
e|vict
v | cv

c | c
rad|ish
v | cv

⭐ Word Book pg. 36   49

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Syllable Division Pattern 3

VC/CCV or VCC/CV

4. Teach Syllable Division Patterns (continued)
Pattern 3: VC/CCV or VCC/CV (Watch for a pair of consonants that belong together such as ch, th, and st.)
RULE: When there are three consonants between two vowels, the syllable may break before or after the middle consonant. The two consonants that stay together are easily recognized.
tan/trum   pump/kin   dan/druff

Use Worksheet 5 (Word Book, p. 37 or digital resources), and practice Pattern 3.
- Student divides each word into syllables by drawing a line between the consonants.
- Student labels the syllable types. Example: C dan/druff C
- Student reads each syllable and then reads them together to form a word.

| im | / | press | impress | king | / | dom | kingdom |
| fond | / | ness | fondness | com | / | plex | complex |

- Watch for **digraphs** and **blends**.

p u m p k i n
v c c c v

THINK
Do these stay together?

⭐ Word Book pg. 37   © Imagine Learning LLC   50

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Syllable Division Pattern 3

VC/CCV or VCC/CV

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

c | c
bathtub
v c c c v

c | c
dolphin
v c c c v

Remember: *practice pages are in the Word Book AND the Media Kit Worksheets*

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Slide 52

Continuing With Syllable Types & Syllable Division Patterns

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:	C-le
Pattern 6:	VV
6 Syllable Division Patterns	

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Slide 53

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	7 minutes	5 minutes	10 minutes

Systematic Review

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Slide 54

Step 6: Read Aloud

⑥ READ ALOUD (visual/auditory/tactile)   [10 min]

- Choose one of the following activities at each session.
  a) Sentences, **Word Book**, p. 39.
  b) Sentences, **Word Book**, pp. 31, 24. (Repeated reading builds automaticity and fluency.)
  c) Read or reread **Sonday System 1 Readers**. Select from levels 26-30. Include activities.
  d) Read a book.
     Select a book that will require students to use the skills being taught and practiced. If extending the time for this segment is an option, focus on comprehension by asking factual and predictive questions.
     Examples of factual questions: Where were the boys going?
     How did they plan to get there?
  e) Repeated reading.
     Select a word list, paragraph, or page and have the student read the selection aloud 3 times. Time each reading. Timing for a word list may be 30 seconds to 1 minute; for contextual material, 1 to 2 minutes is adequate. The student marks the last word read when the time is up. With each repetition, the student will read a few more words. Success and improvement will be apparent. Rereading builds fluency.

Trace!

NOTE: Encourage students to read with a pencil and write difficult words on paper to analyze and segment, or divide lightly on the page (if permitted). Remote students can annotate on the screen to identify the patterns and divide words.

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Step 6: Read Aloud
Leveled Text & Decodable Text

When using LEXILE LEVELED Text

- Choose text that can be read with 95% accuracy or higher.
- "Tell" words that are beyond the phonetic code taught so far.
- Identify comprehension strategies that align with a grade level standards.
- Ask questions that promote "thinking while reading."
- Use repeated reading to work on accuracy, fluency, and prosody.

When using DECODABLE Text

- Reinforce phonics rules that have been taught.
- Read text with accuracy and increasing ease.
- Increase accuracy with sight words that have been taught.
- Ask questions that promote "thinking while reading."
- Use repeated reading to work on accuracy, fluency, and prosody.

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Step 6: Read Aloud
When Using Decodable Text

The Hawk

It was just after the thaw that I got up at dawn and set out to catch a look at a red-tail hawk that had been seen on the bluff. The hawk had been seen soaring on top of the tall trees up on the slope. With my iPad in hand and my jaw set to the task, I made my way to the cliffs to see if I could spy that red-tail. For a long time, I had been wishing that a red-tail would fly my way, and I felt that today was the day.

Sonday System 1 Readers, Level 33

Build fluency and confidence with text the student can decode with accuracy & increasing ease.

What word or phrase can you use to describe the author's task?

What does the author want to do?

Read a sentence that shows what time of day it is.

In the third sentence, which word means to see?

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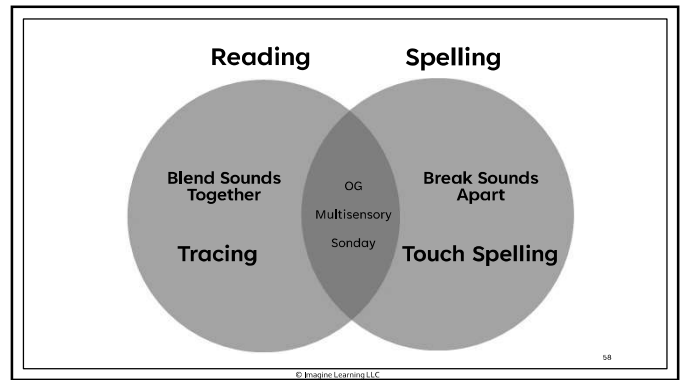
Step 6: Read Aloud
Building Multiple Skills

- Every Sonday System lesson ends in **10 minutes of reading**. Spend the *entire* 10 minutes engaged in reading.

- When errors occur, **DIVIDE** the word and say the syllable.

- Read the same passage for multiple sessions to build accuracy, fluency, and expression... And **CONFIDENCE**!

*"The most effective programs include **daily exposure** to a variety of texts and incentives for children to read independently and with others."*
-Speech to Print: Language Essentials for Teachers by Louisa Cook Moats

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Reading   **Spelling**

Blend Sounds Together

Tracing

OG
Multisensory
Sonday

Break Sounds Apart

Touch Spelling

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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** and **spell** words accurately matching sounds.
- Use the **Mastery Check** criteria as a gauge.
  - Read words with 90% accuracy and relative ease (rate)
  - Spell words with 85% accuracy rate
- When reteaching, directly reteach the sound(s). Ask students to trace the sound multiple times.
  - Locks learning into long term memory
  - Overlearn to the automatic level

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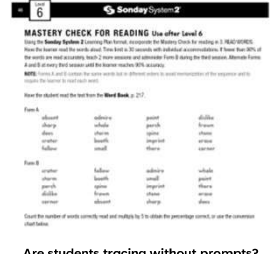- Mastery Checks after every 3rd level
  - Read Words
  - Spell Words

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Mastery Check for Reading
pg. 48

- After every 3rd level, 1-1
- 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
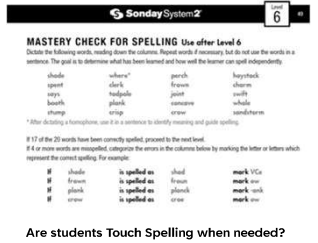
Are students tracing without prompts?

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Mastery Check for Spelling
pg. 49

- Administered to the whole group after every 3rd level
- Document
  - # of words spelled correctly
- Mastery
  - 17 out of 20 words
  - 85% accuracy rate or higher
- **Did not pass?**
  - Identify errored sounds
  - Reteach the level immediately preceding the Mastery Check for cumulative review
  - Reassess after at least 4 full sessions have occurred

Are students Touch Spelling when needed?

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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

Record Data
Percentage
&
Time

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Sonday System Non-negotiables
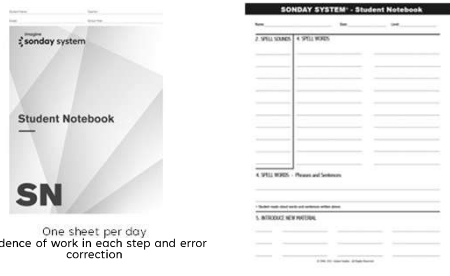### What is fidelity?

When a lesson is conducted:
- ALL 6 steps are incorporated using the specified time limits
  - ✓ Correct errors right away with multisensory, eliciting techniques
- Multisensory strategies are consistently utilized for support and with errors
  - ✓ Tracing when reading
  - ✓ Touch Spelling/segmenting when spelling words
- A new page in the Student Notebook is used for each lesson
- Move the student group ahead when all students have passed the Mastery Check for both Reading (accuracy and timing) and Spelling (accuracy rate only)

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Data Drives Instruction

Student Notebook

SN

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

SONDAY SYSTEM® - Student Notebook

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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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Message from Arlene Sonday

- When reading and spelling are taught together progress is faster, learning is more secure, and the student becomes a writer as well as a reader.

- **Spelling is the magic** that locks learning into long-term memory. It offers an opportunity for **kinesthetic/tactile practice** through tracing and writing and it provides immediate diagnostic information regarding which sounds, rules, and concepts have been learned.

- Short-term memory difficulties disappear, and **success is assured**.

Arlene Sonday, Author

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Kids are worth whatever it takes!!

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