


**PROFESSIONAL
DEVELOPMENT FOR**
 imagine
sonday system 2
 Training Module 2024 - 2025


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THE SONDAY SYSTEM PRODUCT LINE:
 Solving and Preventing Reading Failure

imagine
sonday system E
Scientifically-Based Reading Research
 Orton-Gillingham Approach
 Structured Literacy

imagine
sonday system LPL
imagine
sonday system 1
imagine
sonday system 2



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

**Attitudes
 &
 Accommodations**




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The Sonday System 2 Intervention Set

Online Platform: [winsorlearning.com](https://www.winsorlearning.com)



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


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Lesson Plan – 35 minutes

imagine **sonday system**

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 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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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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What is Taught

Five Essential Components of Reading Instruction

Phonemic Awareness

Phonics
(letter sounds)

Fluency
(rate, accuracy, prosody)



Vocabulary

Comprehension
(picture, listening, text)

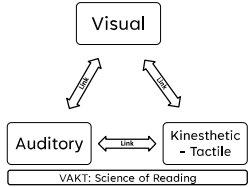
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How We Teach

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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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

Components


Scope and Sequence

- Back of the book pg. 234*
- Use during IEP/RtI/MTSS meetings GPS

English Language Rules

- Pg. 229-231*
- Embedded in each lesson plan

*Based on book edition



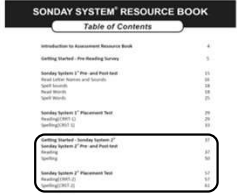
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Getting Started

Student Assessments

- Entry Test Pg. 2**
 - Are they ready for Sounding System 2?
- Teacher Resource Book (TRB) & 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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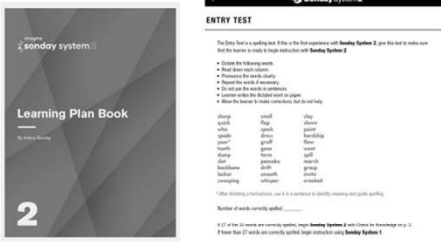
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Entry Test

Diagnostic Assessment Learning Plan Book pg. 2

Analyze results!

- * Common errors in certain sounds?
- * Sight Words?



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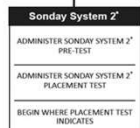
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Making Instructional Decisions Using the Teacher Resource Book (TRB) – page 4

CRITERIA

- Completion of Sounding System 1*, or
- Successfully passing the Entry Test, page 2, Sounding System 2* Learning Plan Book, or
- Correctly spell 65 words on Sounding System 1* Spelling Pre-test

Are they ready for Sounding System 2?



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

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Sounding System 1	Sounding 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

MOORE, 2000. SPEECH TO PRINT


	1	2	3	4	5	6	7+
							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
 ○ Sounding System 1
 ○ Sounding System 2

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Lesson Plan



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

Systematic Review

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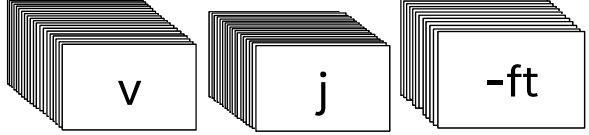
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Step 1: Read Sounds

1 READ SOUNDS 2 min

- Review Sound Cards 1-38 (every session). Ask for 2 sounds of all single vowels and y.
- Review Blend Cards 1-12 (every 3rd session).
- Learner reads the sound of each card aloud.
- Add cards to the decks when new sounds are introduced.

R: Ask for clear, clipped sounds of consonants. **Error? Trace!**



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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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Lesson Plan



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

Systematic Review

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Step 2: Spell Sounds

Read the bullets to know what to do!

2 SPELL SOUNDS 2 min

- Divide the following sounds, one at a time.
- Learner repeats the sound.
- Learner writes the sound on paper.

QUESTIONS TO ASK THE LEARNER:

How do you spell /r/ (in a short word)? (Answer: r)

How do you spell /ar/ at the end of a word? (Answer: ar)

How do you spell /ar/ in the middle of a word? (Answer: ar)

What are the 2 ways to spell /ar/? (Answer: ar, ar)

NOTE: For more detail, definitions, or descriptions, consult *Definitions and Descriptions*, p. 232.

Error?
This is ~~X~~. Say /ar/. Repeat /ar/.
What letter(s) make the /ar/ sound?
Don't see /r/? 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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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 Imagine
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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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Step 3: Read Words

Read the bullets to know what to do!

3 READ WORDS 5 min

Reading Word Lists

- 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

Reading Word Lists

- Exposure
- Accuracy
- Fluency
- Tie in vocabulary later

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

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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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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 Imagine
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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		

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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Step 4: Spell Words

4 SPELL WORDS

• Dictate the following words to the learner. (Material is provided for several sessions.)

• Listen, repeat each word and copy each word about twice while writing the word. (Support multi-syllable words and touch-spell two-syllable syllables.)

• Dictate each word aloud, reading down the columns, correcting errors as they occur.

air	again	about	again	about
ago/et	above	back	back	back
all	about	back	back	back
around	about	back	back	back
VC pairs	about	back	back	back

SONDAY SYSTEM - Student Notebook

NAME: _____ DATE: _____

2. SPELL WORDS

1. SPELL WORDS

sport _____

~~spa~~ damp damp damp _____

duck _____

~~sun~~ 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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Step 4: Spell Words

Error Correction

What is considered an error?

- Incorrect spelling
- Hesitation

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.

Types of Errors

Auditory	Spelled back for black
Visual	Spelled dblack for black
Rule-based	Spelled blak for black

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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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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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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.

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4. SPELL WORDS - Phrases and Sentences

Did you dash 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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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	

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

Teach

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

1. Teach Sight Words/Irregular Words

Sight Words/Irregular Words are words that cannot be sounded out and need to be memorized.

- Show all of the new Sight Word Cards, one at a time, and ask the student to read each.
- Circle the **UNKNOWN** words, the ones that the student can read, and ask the student to write each word.
- Add the words that can be spelled to the Sight Word Card pack for review at the next session. Words that can be read but not spelled and words that cannot be read are considered **UNKNOWN** words.
- Teach 3 **UNKNOWN** words at each session.

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		

NOTE: Homophones are words that sound the same but have different spellings and meanings. A list of homophones is included that covers the meanings of the words in the Word Book, starting on p. 196.

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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.
- 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

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cake	joke	ate	ote
these	cute	ete	ute
bike		ite	

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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.

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Syllable Types & Syllable Division Patterns

C	Closed	Pattern 1:	VCCV
L	Consonant-le	Pattern 2:	VCV
O	Open	Pattern 3:	VCCCV
V	Vowel Pair	Pattern 4(a):	Suffixes
E	Silent E	Pattern 4(b):	Prefixes
R	R Combination	Pattern 5:	C-le
6 Syllable Types		Pattern 6:	VV
		6 Syllable Division Patterns	

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Syllable Types

Open – Closed – Silent E

3. Teach Syllable Types

Watch the Level 5 Instructional Video in the Media Kit for a demonstration of this sequence.

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, side

• Learner reads isolated syllables at the top of Worksheet 2 (Word Book, p. 34 or Media Kit) 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.

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: VCCV

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.

Use Worksheet 3 (Word Book, p. 35 or Media Kit, and practice Pattern 1).

- Learner divides each word into syllables by drawing a line between the consonants.
- Learner labels the syllable types. Example: C rch/ter C
- Learner reads each syllable and then reads them together to form a word.

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

"You Do" (assessing)

☆ Worksheet 3 in WB

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Syllable Division Pattern 1

VC/CV

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

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.

4. Teach Syllable Division Patterns (continued)

Pattern 2: VC/CV

RULE: When there is one consonant between two vowels, the syllable may break before or after the single consonant. The first syllable is always open and the second is closed.

Use Worksheet 3 (Word Book, p. 36 or Media Kit, and practice Pattern 2).

- Learner divides each word into syllables by drawing a line between the consonant and the vowel that follows.
- Learner labels the syllable type. Example: C rch/ter C
- Learner reads each syllable and then reads them together to form a word.

☆ Word Book pg. 36

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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

Word Book pg. 36

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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 com/plex dan/druff

Use Worksheet 5 (Word Book, p. 37 or Media Kit), and practice Pattern 3.

- Learner divides each word into syllables by drawing a line between the consonants.
- Learner labels the syllable types. Example: C don/druff C
- Learner 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) b l i n
v c c c v

THINK
Do these stay together?

Word Book pg. 37

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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

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

Word Book pg. 36

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Continuing With Syllable Types & Syllable Division Patterns

<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;">C</td><td>Closed</td></tr> <tr><td style="text-align: center;">L</td><td>Consonant-le</td></tr> <tr><td style="text-align: center;">O</td><td>Open</td></tr> <tr><td style="text-align: center;">V</td><td>Vowel Pair</td></tr> <tr><td style="text-align: center;">E</td><td>Silent E</td></tr> <tr><td style="text-align: center;">R</td><td>R Combination</td></tr> <tr><td colspan="2" style="text-align: center;">6 Syllable Types</td></tr> </table>	C	Closed	L	Consonant-le	O	Open	V	Vowel Pair	E	Silent E	R	R Combination	6 Syllable Types		<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Pattern 1:</td><td>VCCV</td></tr> <tr><td style="text-align: center;">Pattern 2:</td><td>VCV</td></tr> <tr><td style="text-align: center;">Pattern 3:</td><td>VCCCV</td></tr> <tr><td style="text-align: center;">Pattern 4(a):</td><td>Suffixes</td></tr> <tr><td style="text-align: center;">Pattern 4(b):</td><td>Prefixes</td></tr> <tr><td style="text-align: center;">Pattern 5:</td><td>C-le</td></tr> <tr><td style="text-align: center;">Pattern 6:</td><td>VV</td></tr> <tr><td colspan="2" style="text-align: center;">6 Syllable Division Patterns</td></tr> </table>	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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Pattern 5:	C-le																														
Pattern 6:	VV																														
6 Syllable Division Patterns																															

Word Book pg. 36

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Lesson Plan

Imagine
sonday system

<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">1</div> <p>Read Sounds</p> <p style="font-size: x-small;">2 minutes</p>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">2</div> <p>Spell Sounds</p> <p style="font-size: x-small;">2 minutes</p>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">3</div> <p>Read Words</p> <p style="font-size: x-small;">5 minutes</p>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">4</div> <p>Spell Words</p> <p style="font-size: x-small;">7 minutes</p>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">5</div> <p>New Material</p> <p style="font-size: x-small;">5 minutes</p>	<p>Read Aloud</p> <p style="font-size: x-small;">10 minutes</p>
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Systematic Review

Word Book pg. 36

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Step 6: Read Aloud

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READ ALOUD

10+ min

- Choose one of the following activities at each session.
 - a) Sentences: **Word Book**, p. 28.
 - b) Sentences: **Word Book**, pp. 31, 24. (Repeated reading builds automaticity and fluency.)
 - c) Read a book.
 - Select an interesting and appropriate article, story, or book. When continuing with the same chapter book, ask the learner to tell what was read at the previous session. Give cues when needed. Focus on comprehension by asking factual and predictive questions.
 - Examples of predictive questions: What do you think he saw?
How long will it take to build the barn?
 - d) Repeated reading.
 - Select a word list, paragraph, or page and have the learner 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 learner marks the last word read when the time is up. With each repetition, the learner will read a few more words. Success and improvement will be apparent. Rereading builds fluency.

Trace!

Word Book pg. 36

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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.

Sunday System 1 Reader, Level 23

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

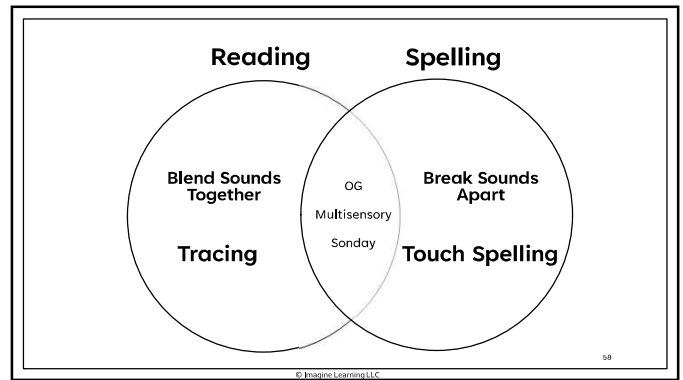
- Every Sunday System lesson ends in **10 minutes of reading**. Spend the *entire* 10 minutes engaged in reading.
- When errors occur, **DIVIDE** the word and say the syllable.
- Read the same passage for multiple sessions to build accuracy, fluency, and expression... And **CONFIDENCE!**

"The most effective programs include **daily exposure** to a variety of texts and incentives for children to read **independently and with others.**"

-Open to Think Language Essentials for Teachers by Louisa Cook Moore

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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

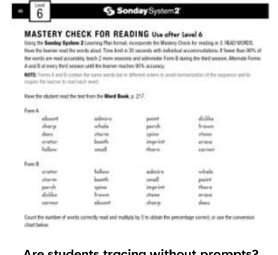
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Mastery Check for Reading

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?

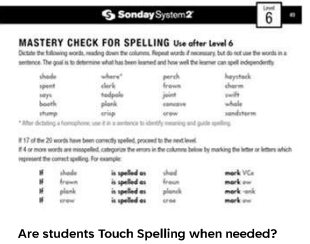
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Mastery Check for Spelling

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 <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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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



SN

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



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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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