

**PROFESSIONAL
DEVELOPMENT FOR**

Sonday System E1-2[®]

Training Module 2024


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Agenda

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

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THE SONDAY SYSTEM PRODUCT LINE:
Solving and Preventing Reading Failure

<p>Sonday System E</p> <p>Scientifically-Based Reading Research Orton-Gillingham Approach <i>Structured Literacy.</i></p>	<p>Sonday System LPL</p> <p>Sonday System 1</p> <p>Sonday System 2</p>
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Arlene Sonday



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



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

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The Sonday Essentials Kit

Online Platform includes:
Learning Plan Book www.winsorlearning.com

180

Lessons
One for every day!

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What is Sonday System Essentials?

Whole group Direct and Explicit Phonics instruction


- 20+ minutes within literacy block
- Reading and Spelling

Based on Orton-Gillingham Approach

- Structured, systematic, and cumulative
- Multisensory instruction and reinforcement

Follows the National Reading Panel Recommendations

- Phonological and Phonemic Awareness, Phonics, and Fluency
- Builds foundational skills for vocabulary and comprehension



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Systematic, Explicit Phonics Instruction

- Enhances children’s success in learning to read
- Addresses acquisition in spelling
- Helps to prevent reading difficulties among at-risk students
- Remediates reading difficulties in underachieving readers
- Boosts comprehension



(NRP Summary Report page 9, Subgroup Report page 2-94)

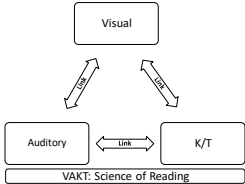
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How We Teach Multisensory Instruction & Reinforcement

*“Conscious multisensory procedures using the **student’s eyes, ears, hands** and **mouth** help to link the sound, sight and feel of spoken language to the printed word on the page.”*


-Birsh and Schedler



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Contents



Essentials 1 & 2

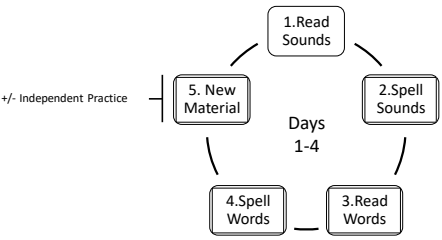
- Presentation of Consonants and Vowels
- Sight Words
- Beginning and Ending Blends
- Compound Words
- Syllable Types and Syllable Division
- Affixes



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Lesson Structure: Simple to Complex



Days 1-4

NOTE: Time limits attached to each step!

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Lesson Structure: Simple to Complex

1.Read
Sounds

2.Spell
Sounds

*Mastery
Check for
Spelling

Day 5


3.Read
Words

NOTE: Time limits attached to each step!

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Modeling E1 Lesson 31



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Breaking Down the Steps: Read Sounds

Materials:
Sound Cards in Media Kit

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

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Practice Essentials 1

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

1 READ SOUNDS 2 min

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

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Practice Essentials 2

Lesson **63** **SONDAY SYSTEM® ESSENTIALS 2**

1 READ SOUNDS 2 min

- Review Sound Cards 19, 21-32, 39 (Media Kit)
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

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Step 1: Read Sounds

Directions
"Read the sounds."

Addressing Errors
"Let's Trace!"
All students trace the letter while saying the letter sound.
Teacher: Yes, it's /___/. Trace /___/ again!
Repeat the tracing 1-2 more times to weld into memory
TIP: Minimize teacher talk

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What if a letter is read incorrectly while tracing?

- Direct and explicit instruction is best at the moment of the error → "The letters -ck say /k/. Trace the two letters together while saying /k/." It comes after a short vowel.
- Incorporate SEE-HEAR-FEEL → After students trace the letter(s) -ck saying /k/ after a short vowel 2-3 times, ask the class...
- Elicit response with questioning → "Where do we find the letters -ck?" Students answer, "At the end of the word after a short vowel."

TIP: Minimize teacher talk

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Breaking Down the Steps: Spell Sounds

Materials:
Paper and pens/pencils

Execution:
Students repeat the sound then write.

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Practice Essentials 1

2 SPELL SOUNDS
Lesson **61**

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

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

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

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Practice Essentials 2

2 SPELL SOUNDS
Lesson **63**

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

• Say, SAY and WRITE: -ing
 Long /i/ at the end of a word. (Answer: y)
 /k/, 3 ways. (Answer: c, k, ck)
 Long /e/, 3 ways. (Answer: ee, e, e-e)
 Long /a/, 2 ways. (Answer: o, o-e)

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Step 2: Spell Sounds

Directions
 "Listen, repeat, and write the sound."

Addressing Errors
 "Say /f/." (students repeat)
 "What letter says /f/?"
 Teacher calls on a student for the correct answer and writes it for all to see.
 "If you made a mistake, cross it out and write it correctly. Now everyone write /f/ 2 more times while saying the sound."

TIP: Minimize teacher talk

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Breaking Down the Steps: Read Words

Materials:
 Media Kit
 Copies of words (optional)

Execution:
 Students read words and/or phrases aloud.
 Emphasize fluency practice.

Days 1-4

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Practice Essentials 1

3 READ WORDS
Lesson **61**

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

Word Cards: short 1

- Review

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

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Practice Essentials 2

3 READ WORDS
Lesson **63**

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

• Sight Word Cards 50-61
 • Contraction Cards 27-32

- Review

go	try	pro	we	dry	spy
sly	sty	ply	so	be	she
me	no	he	by	fly	sly

- Review

quack	couldn't	blink	fell	haven't	flick
ramp	spent	four	should	pact	shell
once	brand	grasp	quill	stock	bulk
spill	said	trick	trend	you'll	pluck

- Sentences

I couldn't think of his name. I wouldn't if I were you.	He shouldn't yell like that. Could you help me with this?
--	--

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Step 3: Read Words

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material


Directions
 "Read these words."
 Students read words 1-2 times for accuracy, then 1-2 more times for fluency.

Addressing Errors
 "Let's Trace!"
 While looking at the word, students:

- TRACE each letter with two fingers
- SAY each sound aloud
- BLEND the sounds together to make a word

Teacher: "Yes, the word is /___/. Everyone trace /___/ again and blend two times."

TIPS: Tracing unlocks words!
 Address multisyllabic words with eliciting questions.




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Options for Reading Words

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

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



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Breaking Down the Steps: Spell Words

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

Days 1-4

Materials:
 Paper & pens/pencils

Execution:
 Students spell words and sentences. Students reread words written.

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Practice Essentials 1

SONDAY SYSTEM[®] ESSENTIALS 1 Lesson 61

4 SPELL WORDS

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

REMINDER: First column lists the sounds being practiced.
 REMINDER: Dictate words and sentences for a total of 7 minutes.

	s	h	o	o	o
sh	ship	dash	fish	shot	
a/i	bag	dim	pad	tip	
ee/ay	way	sheep	roy	deep	
e/ai	bat	cut	rod	rub	
e	jet	men	web	fed	

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

I wish I had cash. Did Pat get wet?

- Students READ about the sentences just written.

REMINDER: Touch or review sentence capitalization and punctuation.

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Practice Essentials 2

SONDAY SYSTEM[®] ESSENTIALS 2 Lesson 63

4 SPELL WORDS

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

REMINDER: First column lists the sounds being practiced.
 REMINDER: Dictate words and sentences for a total of 7 minutes.

	s	h	o	o	o
-ng/VCe	sing	lake	hang	joke	
y	by*	shy	cry	sly	
e/o	be*	go	we*	pro	
contractions	I've	you've	they've	couldn't	
sight words	could	would*	should	live	

* After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

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

I should go home. I would like you to come.

- Students READ about the sentences just written.

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Checking Sentences

- Capitalization**
 - What letters need to be capitalized
- Appearance**
 - Spacing between words
 - Legible
 - Count the words (check to ensure no words have been omitted)
- Punctuation**
- Spelling**

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Step 4: Spell Words

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

Addressing Errors
 "Everyone, say ____." (students repeat)
 "Touch Spell ____." (everyone touch spells)
 "Grab that sound. What SOUND do you hear?" (students answer)
 "What LETTER(s) makes that sound?" (students answer)
 Teacher writes the word correctly on the board.
 "If you had anything else, cross it out and write it correctly. Everyone write it again!"

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Breaking Down the Steps: New Material

Materials:
 Paper & pens/pencils
 Media Kit

Execution:
 New concept is taught. Students trace, read, and spell words with the new concept.

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Teaching The Phonetic Code English Language Rules

Direct, explicit instruction:

- Sound
- Place Value
- Additional information

~90% of English words follow regular patterns.

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Learning the Phonetic Code

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Direct and Explicit Instruction of the Phonetic Code

Directly teach the sound:
 "The letters <ai> say / ā /. Repeat / ā /."

1. Identify the location of the sound:
 "It is most commonly found in the middle of a word. Where is it found?"
2. Address added information (if mentioned):
 "The letters l or n often like to follow <ai>. What two letters like to follow <ai>?"
3. Trace while saying the sound to make it permanent:
 "Trace 3x while saying the sound. Where is it found? What two letters often follow?"

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Step 5: New Material

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

Not done daily (but can be, based on your students' needs)

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Practice Essentials 1

SONDAY SYSTEM ESSENTIALS 1 Lesson 61

5 INTRODUCE NEW MATERIAL 1
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Teach Rule

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

Sound Card s

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

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

1. pass fuss moss boss hiss less miss mass

• Dictate the following words.

- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound aloud while **WRITING** the word.
- pass fuss boss moss less

• Students **READ** the words just written.

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Practice Essentials 2

SONDAY SYSTEM ESSENTIALS 2 Lesson 63

5 INTRODUCE NEW MATERIAL 1
15

Teach Sound

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

Sound or as in car

• Students **READ** aloud the following word list. (Media Kit) *Note: Numbered lists may be printed from the Procedures file in the Media Kit.*

4. part smart card sharp farm charm chart park

- Dictate the following words.
- Students **REPEAT** each word, **TOUCH SPELL** each word, and **SAY** each sound aloud while **WRITING** the word.
- smart farm card sharp park

• Students **READ** the words just written.

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Media Kit

S

pass	hiss
fuss	less
moss	miss
boss	mass

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How to Teach Sight Words – Traditional Method

Sight words cannot be sounded out. They are irregular.

want

- Show the word, say it aloud, and ask to **REPEAT** the word
- **SAY** and **TRACE** the letter names on their desks, then **REPEAT** the word again
- **SAY** the letter names as they **WRITE** the sight word 3 times on paper

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How to Teach Sight Words – Heart Word Method

Sight words cannot be sounded out. Usually, the consonant sounds **ARE** regular, but the vowels are **NOT**

want

- Show the word, say it aloud, and ask to **REPEAT** the word
- Students to copy the word on their paper
- **SAY** the word and students repeat. Together, touch and say the consonant sounds that are regular. Teacher point to and say the irregular part(s) of the word while students are touching and pointing to these and repeating after the teacher.
- **SAY** the word and students **REPEAT**
- **SAY** and **TRACE** the letters on their desks while saying the sounds, then **REPEAT** the word again
- **SAY** the letter **NAMES** as they write the sight word 3 times on paper

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Let's Talk About Syllables

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What is a syllable?

Definition

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

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

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Practice Essentials 2

5 INTRODUCE NEW MATERIAL LESSON 131

Teach Syllables

- Review the sounds of vowels a, e, i, o, u.
- Say a syllable is a word or part of a word pronounced as a unit. A syllable has only 1 vowel sound.
- A word with 2 vowel sounds would have 2 syllables.

Note: This is a listening activity. See Media Kit to assist.

- Ask: How many vowel sounds are in the word?

cat (1)

- Ask: How many syllables? (1)
- Repeat this dialogue for each of the following words.

like	boat	band	sleep	sweet	trail	tooth	dump
upset	hardship	remake	pancake	bedroom	going	snowfall	between
sooner	cannot	defender	start	important	re-invented	fish	intending
banana	melt	hardog	crab				

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Practice Essentials 2

5 INTRODUCE NEW MATERIAL LESSON 132

Introduce Syllable Types

Rule: O – Open syllable: Long vowel at the end of the syllable. Examples: be, me, ma, pi, an, cu
 C – Closed syllable: Short vowel followed by one or more consonants. Examples: mat, doll, ad, math, end

Demonstrate with Media Kit (slides):

go

- Say: Read the word. Is the vowel long or short? (Answer: long)

got

- Say: Read the word. Is the vowel long or short? (Answer: short)
- Say: When a consonant comes after a vowel and closes off the vowel, the vowel is short and the syllable is Closed.
- If the vowel is at the end of the word or syllable, the vowel is long and the syllable is Open.

For each word, have Students read the word. Then ask:

- Is the vowel long or short?
- What kind of syllable is it?

me	pi	cu	fa
met	pin	cut	tap

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Steps for Syllable Division

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

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Practice Dividing Words by Syllables VC/CV Pattern L136


When there are 2 consonants together, with a vowel on each side, divide between the consonants. The first syllable is always a Closed syllable, and the vowel is short.

combine	upsets
jumbo	banjo
invite	napkin

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Independent Practice

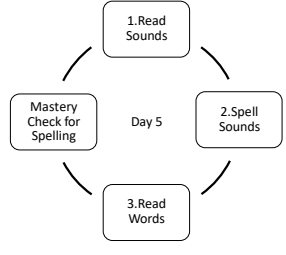


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

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Lesson Structure Simple to Complex



Day 5

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Mastery Checks Day 5

SONDAY SYSTEM ESSENTIALS 1 140

4) Mastery Check for Spelling

Goal: To determine how well students can spell independently.

• Circle the following words, making sure the columns.

• Spell each fluently.

• DO NOT assist students by reminding them to repeat or touch spell the word THIS IS A TEST. The goal is to determine what they have learned and how well the students can spell independently and transfer learning to other settings.

harris	flask	group	space	what
profits	cord	only	long	burns
spell	whip	sharp	small	long
hanging	clay	saath	about	steep

• Tick the number of words spelled accurately.

• Mark in the correction sheet before the percentage score.

• Record the percent correct on each student's Mastery Check Score Sheet.

• If 4 or more words are misspelled on 2 consecutive Mastery Checks, placing the student in a small group with close monitoring and more opportunities for practice may be beneficial.

SONDAY SYSTEM ESSENTIALS 2 140

4) MASTERY CHECK FOR SPELLING

Goal: To determine how well students can spell independently.

• Circle the following words, making sure the columns.

• DO NOT assist students by reminding them to repeat or touch spell the word THIS IS A TEST. The goal is to determine what they have learned and how well the students can spell independently and transfer learning to other settings.

lowest	how/ell	judge	du/like	church
grotes	handmark	classics	spring	pink/fish
ur/ice	advice	submit	jaw	right
shelter	growth	space	any/pine	workday

Note: When a word is misspelled, mark and correct it. When the word is spelled correctly, mark the student's score.

• Tick the number of words spelled accurately.

• Mark in the correction sheet before the percentage score.

• Record the percent correct on each student's Mastery Check Score Sheet.

• If 4 or more words are misspelled on 2 consecutive Mastery Checks, placing the student in a small group with close monitoring and more opportunities for practice may be beneficial.

Both Mastery Checks = 85%

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Mastery Checks Day 5

What it IS

- Determines how well students can spell independently
- Phonics
- Determines mastery of skills
- 85% or higher Helps to identify struggling students
- 4 or more words misspelled on 2 consecutive Mastery Checks

What it ISN'T

- A list of spelling words students take home for practice throughout the week
- Words used in sentences
- Just say each word once or twice
- Touch Spelling as a group
- This strategy can be used if a student chooses, but no teacher prompting

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Multisensory Components

When reading words: Tracing

- Cements letter formation and words into motor memory
- Anchors images in long term memory where they are easily retrieved
- Utilizes the first 2 fingers of the writing hand on a textured surface

When spelling words: Touch Spelling


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

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Additional Practice

- Essentials 1
- Essentials 2



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Recording Student Work (Data Collection)

Writing paper at least 3 times/week


- Writing Tools: markers, pens, colored pencils

Individual Whiteboards

- Sheet protector with writing paper as a template
- Binder with slip front cover

Multisensory materials

- Sand Trays, sandpaper
- Shaving Cream on the desk
- Gel Bags




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Sunday System Essentials Non-Negotiables

- Complete every section of every lesson daily
- Use all sensory pathways- seeing, hearing, feeling
- Consistently use the multisensory strategies
 - TRACE when reading
 - TOUCH SPELL when spelling




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Appendices

- Supplemental Activities (for skill in pre-reading and reading) (1)
- Independent Practice (K)
- Error Correction
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Meaning Guide (2)
- Mastery Checks (K)




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Closing Thoughts

Reading is

- Unique
- Highest expression of human intelligence
- Important
- This skill is critical to our ability to thrive
- How children are taught...affect whether they become readers or not, their level of reading skill, and the extent to which they enjoy and seek out the experience
- A tool for understanding human cognition
- Learning to read is like technology.... it's complex and essential



-Mark Seidenberg
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Closing Thoughts

Our motto
Overlearn to the automatic level!

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