

# PROFESSIONAL DEVELOPMENT FOR

## Sonday System E4-5<sup>®</sup>

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

**Sonday System E<sup>®</sup>**

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

**Sonday System LPL<sup>®</sup>**



**Sonday System 1<sup>®</sup>**

**Sonday System 2<sup>®</sup>**

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## Arlene Sondag

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

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

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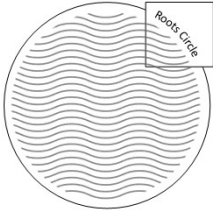
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## Warm Up!

**Morphology**





Roots Circle

*"We read with our eyes, but the starting  
point for reading is speech."  
-Mark Seidenberg*



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### The Sondag Essentials Kit

Online Platform includes:  
Learning Plan Book [www.winsorlearning.com](http://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
- Improves spelling for all students.
- Helps to prevent reading difficulties among at-risk students
- Helps to remediate reading difficulties in underachieving readers
- Boosts comprehension



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

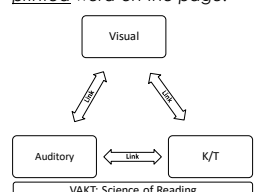


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### How We Teach Multisensory Instruction & Reinforcement

*"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




VAKT: Science of Reading




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### Essentials 3 Modeling L26




Turn and Talk



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### Reading Foundations


What skills support comprehension?


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### Foundational Skills

- Phonological and Phonemic Awareness
- Phonics
  - Reading Sounds and Words
  - Spelling Sounds and Words
- Fluency
  - Rate
  - Accuracy
  - Prosody
- Vocabulary



What is mastery?



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### Instruction within Fluency

Fluency must be practiced

- Teacher modeling during read aloud
- Starts at the beginning of learning to read

Ways to incorporate fluency

- Paired
- Echo
- Repeated reading



*Automaticity is the precursor to fluency.*

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### Teaching in a Multisensory Way

Incorporates three learning modalities

- See
- Hear
- Feel

Repetition

- Less is more
- Locks learning into long term memory

Teacher modeling

- We do together
- You do individually


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### Essentials Content

Essentials 3-5

- Presentation of Consonants and Vowels
  - Digraphs, diphthongs, vowel pairs
- Sight Words
- Compound Words and Syllabication with multisyllabic words
  - Prefixes
  - Inflectional Endings
  - Roots
  - Morphology



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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

Introduced in E2 Reviewed in E3-4	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: Cle
6 Syllable Types		Pattern 6: V V
		6 Syllable Division Patterns

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### Common Syllable Types Essentials 2

Type:	Open	Closed	E Syllable
Ends with:	vowel	consonant(s)	VCe
Vowel is:	long	short	long
	a	ap	ape
	no	not	note
	bi	bit	bite
	me	met	mete

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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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### Syllable Division Patterns

E4 L1-2	E4 L1-2
vc/cv	v/cv or vc/v
invite	volume
jumbo	open
velvet	crazy
napkin	refine
rabbit	cabin
candy	solid

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### Syllable Division Patterns

E4 L2	E4 L2
vcccv	You Try!
pumpkin	basin
dolphin	eject
bathtub	tribute
complete	menu
spectrum	wedding
tendrill	impress
	baby

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### Lesson Structure: Simple to Complex

\*Not always but often  
\*\*E5 Days 1-9  
NOTE: Time limits attached to each step!

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### Lesson Structure: Simple to Complex

1. Read Sounds

Day 5\*

\*Mastery Check for Spelling

2. Spell Sounds

3. Read Words

\*E5 Every 10<sup>th</sup> day  
NOTE: Time limits attached to each step!

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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 5

**LESSON 43**      **SONDAY SYSTEM ESSENTIALS 5**

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**2 SPELL SOUNDS** 2 MIN

- Dictate the following sounds, one at a time.
- Students **REPEAT and WRITE** each sound.
- Say **SAF and WRITE**: 3 prefixes that mean out. (Answer: o, ex, ef)  
 7 prefixes that mean in. (Answer: em, en, il, ir, in, im, ig)

e	ex	ef	em	en
il	ir	in	im	ig

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### Step 2: Spell Sounds

**Directions**  
"Say and write the sound."

**Addressing Errors**  
"Say /j/" (students repeat)  
"What letters say /j/ after a short vowel?"

Teacher calls on a student for the correct answer and then writes it for all to see.

"If you made a mistake, cross it out and write it correctly. Now everyone write /j/ 2 more times while saying the sound."

**TIP:** Minimize teacher talk

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### Looking at Errors

sh	a a a	c, k, ck	v o o o	d d d
----	-------	----------	---------	-------

Which sound(s) were initially spelled correctly by everyone? \_\_\_\_\_

Which sound(s) were made by someone in class, but NOT this student? \_\_\_\_\_

Which sound(s) did THIS student write in error? \_\_\_\_\_

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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. Incorporate automaticity, fluency, and a bit of vocabulary practice.

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### Practice Essentials 4

**Single Syllable Words**

- See
- Hear
- Feel

**LESSON 43**      **SONDAY SYSTEM ESSENTIALS 4**

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**3 READ WORDS** 1-2 MIN

Students READ aloud (Media Kit)

1. <b>see</b>	sees	leech	extremist	madison	eviction
2. <b>see</b>	sees	leech	extremist	madison	eviction
3. <b>see</b>	sees	leech	extremist	madison	eviction

**Multisyllabic Words**

- See
- Divide
- Feel
- Trace
- Hear

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### Practice Essentials 5

**Single Syllable Words**

- See
- Hear
- Feel

**LESSON 43**      **SONDAY SYSTEM ESSENTIALS 5**

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**3 READ WORDS** 1-2 MIN

Students READ aloud (Media Kit)

1. <b>eff</b>	effort	effluent	efface	effigy	efficacy	effacing
2. <b>see</b>	sees	leech	extremist	madison	eviction	enjoyable
3. <b>see</b>	sees	leech	extremist	madison	eviction	enjoyable

**Multisyllabic Words**

- See
- Divide
- Feel
- Trace
- Hear

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### Step 3: Read Words

1. Read Sounds

E3-4 Days 1-4  
E5 Days 1-9

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**

- 👁️ See
- ✂️ Divide
- 👉 Feel
- 👉 Trace
- 👂 Hear

Teacher: "Yes, the word is \_\_\_\_\_. Everyone trace \_\_\_\_\_ again." (blend the sounds 3x)

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

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### Options for Reading Words

- Choral
- Echo (unison 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

E3-4 Days 1-4  
E5 Days 1-9

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

**Materials:**  
Paper & pens/pencils

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

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### Practice Essentials 4

SONDAY SYSTEM<sup>®</sup> ESSENTIALS 4

LESSON 43

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**4 SPELL WORDS** 7 71K

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

e rule	using	liked	nicest	firing
-ive	digestive	extensive	cursive	objective
doub/-tion	chipping	function	damned	prediction
-age	vintage	advantage	carnage	baggage
ou	launch	haunted	fault	froud

The hottest weather is in August. He's too timid to manage that.  
Students READ aloud the list of words and sentences just written.

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### Practice Essentials 5

SONDAY SYSTEM<sup>®</sup> ESSENTIALS 5

LESSON 43

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**4 SPELL WORDS** 7 71K

- Dictate the following words, reading down the columns.
- Students REPEAT and SEGMENT 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.

soft c/g	incinerate	registry	coincide	legislate
-er	circular	singular	rectangular	angular
-er	effective	effort	effortless	effect
y rule	certified	ratified	testified	fortified
-er	enjoyable	enfold	entwine	enchanted

- Dictate the following sentences. Students REPEAT and WRITE each sentence.
- She completed the task effortlessly. The group devised an effective solution.
- Students READ aloud the words and sentences just written.

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### Step 4: Spell Words

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

**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(s) do you hear?" (students answer)  
"What LETTER(s) makes those sounds?" (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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### 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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### Sentences for Step 4

- Always incorporate a sentence within Step 4.
- Teacher reads the sentence fluently. Students repeat.
- Students write the sentence.
  - Do not help!
- Check for errors using CAPS.
- All students reread sentence once edited for fluency.
  - Chunking and phrasing

The <sup>d</sup>og began to <sup>growl</sup>growl.

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### Breaking Down the Steps: New Material

**Materials:**  
Paper & pens/pencils  
Student Notebook

**Execution:**  
New concept is taught. Students trace, read, and spell words.

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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 Code of English

-igh

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### Morphology Prefixes, Suffixes, and Roots

y

jur/jus

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### Direct and Explicit Instruction of the Code

Directly teach the sound:

“The letters <ai> say / ā /. Repeat / ā /.”

- Identify the location of the sound:  
“It is most commonly found in the middle of a word. Where is it found?”
- Address added information (if mentioned):  
“The letters l or n often like to follow <ai>. What two letters like to follow <ai>?”
- 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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### Practice Essentials 4

LESSON 43 SONDAY SYSTEM® ESSENTIALS 4

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**5 INTRODUCE NEW MATERIAL** S 1134

**Teach Sound**

- Show 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.

**Key:** Long /e/ as in key

**Rule:** *ey comes at the end of a word but is not a suffix. Unlike -y, ey is not used with a base word. Words with ey are usually nouns.*

• Students READ about the following word list (Media Kit).

5. hockey	jersey	key	donkey
chimney	medley	parsley	alley

• Dictate the following words.

• Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

donkey	chimney	jersey	parsley	hockey
--------	---------	--------	---------	--------

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### Practice Essentials 5

LESSON 43 SONDAY SYSTEM® ESSENTIALS 5

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**5 INTRODUCE NEW MATERIAL** S 1134

**Teach Root**

- Show the card and say the meaning of the root.
- Students WRITE the root, then say the meaning. Repeat 3 times.

*Note: No single key word is provided for roots since pronunciation of the root varies. When reviewing root cards in 1. READ SOUNDS, have students look at the root card and provide the meaning only.*

**fort/force** Meaning: strong

• Students READ about the following word list (Media Kit).

4. effort	fortify	reinforce	effortless
enforce	forcefulness	forcible	comfortable

• Dictate the following words.

• Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

effort	enforce	forcefulness	effortless	reinforce
--------	---------	--------------	------------	-----------

• Students READ the words just written.

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### Step 5: New Material

1. Read Sounds

5. New Material

4. Spell Words

E3-4 Days 1-4  
E5 Days 1-9

2. Spell Sounds

3. Read Words

- Teacher directly teaches the phonetic code, sound, sight word, or concept
- Students trace to make the content permanent
  - Repetition matters; trace multiple times to lock into memory
- Students write the concept 3 times on paper
  - Saying the sound while writing it
- 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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### How to Teach Sight Words – Traditional Method

Sight words cannot be sounded out. They are irregular.

- 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

want

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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

- 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

want

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### Independent Practice

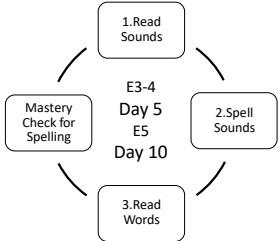
- Not every lesson has “New Material”
- Independent Practice fosters development of skills previously taught
  - Centers – differentiate learning
  - Homework
- Optional activity
- Data collection tool in Media Kit



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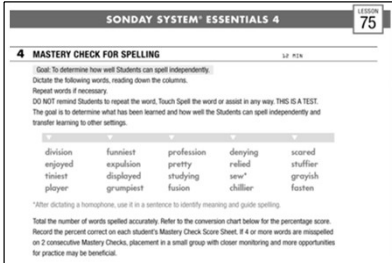
### Lesson Structure Simple to Complex



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### Mastery Checks Day 5 E4-5 Locate in Your LPB L75

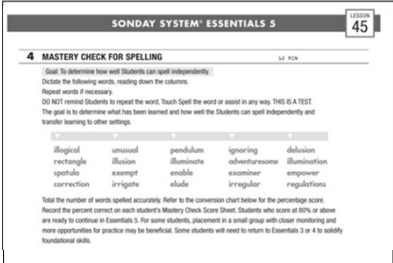


Mastery = 85% or higher

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### Mastery Checks Day 5 E5 Locate in Your LPB L45



Mastery = 85% or higher

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### Mastery Checks Day 5 Locate in Your LPB L75

# Correct	%	# Correct	%	# Correct	%	# Correct	%
1	5%	6	30%	11	55%	16	80%
2	10%	7	35%	12	60%	17	85%
3	15%	8	40%	13	65%	18	90%
4	20%	9	45%	14	70%	19	95%
5	25%	10	50%	15	75%	20	100%

Mastery = 85% or higher

Under \*85% on two consecutive Mastery Checks means additional support may be needed

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### Mastery Check Day 5

**What it IS**

- Determines how well students can spell independently
- Phonics/Morphology
- Determines accuracy of skills
- 85% or higher mastery
- 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**

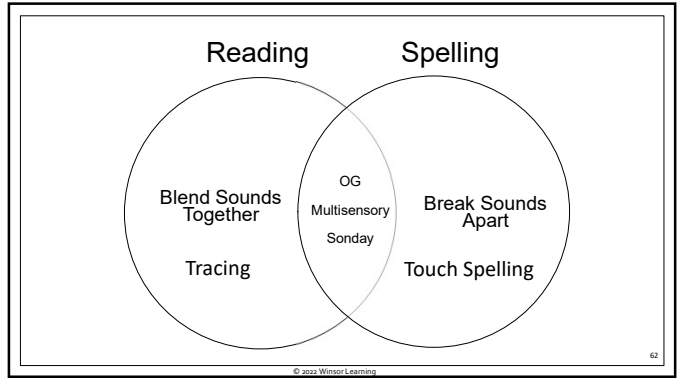
- Cements letter formation and words into motor memory
- Anchors images in long term memory where they are easily retrieved
- Utilizes the first 2 fingers of the writing hand on a surface
- See/ Divide – Feel/Trace - Hear troublesome syllables

**When spelling words: Touch Spelling**

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

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### Additional Support Levels

- In your group, select a lesson you would like to teach with a partner's support
- Identify the lesson, discuss multisensory instructional approaches, and preview using the media kit (if needed)
- Teach the lesson to your group
- Evaluate and self reflect
  - Strengths?
  - Areas to rework?

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### Affixes Syllable Division Patterns

**Suffix**  
Break syllable between base word and suffix

- farm/ing
- tell/er
- rust/ed
- feed/er

Changes the part of speech!

**Prefix**  
Break syllable between prefix and base word

- re/form
- in/side
- ex/act
- be/long

Changes the meaning!

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### R Controlled

- When the letter <r> follows a single vowel, it prevents the vowel from saying its true sound
  - "bossy R"
- 'ar' and 'or'
  - like in car, farm, torn, and form
- 'ir', 'ur', and 'er' are pronounced the same (/er/)
  - /er/ like in third, burn, and term and -ear like in heard
  - -or (doctor) and -ar (dollar) in E5
- R Controlled is one of the 6 Syllable Types

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### Vowel Pair Syllable

Two vowels together make one sound		Letters <u>y</u> and <u>w</u> combined with vowels	
bo <u>ai</u> l	boil/er	d <u>ay</u>	day/light
so <u>oo</u> n	soon/er	bo <u>oy</u>	boy/hood
jo <u>oi</u> n	re/join/ing	sh <u>ow</u>	show/ing
		gro <u>ow</u> l	growl/ing
		la <u>w</u>	un/law/fu

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### Consonant-le Syllable and Division

- Consonant-le has many spelling variations
- The -le always stays the same, but consonant(s) changes before the -le

-ble	-kle
-cle	-tle
-dle	-gle
-fle	-ple
-zle	

Consonant-le, count back three!

g a r / g l e

stable – bubble – riddle – giggle – quadruple

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### Syllable Division Pattern VV

- Break between adjacent vowel sounds
- Only one vowel sound in a syllable
- Break syllable between neighboring vowel sounds

d i e t      v i o l i n

v | v      v | v | c | v

riot
duet
video

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### Double Rule (1 – 1 – 1)

- One-syllable word
- One short vowel
- Followed by one consonant
- Double final consonant before adding a vowel suffix

grab
get
crop
hug
hop

1 Syllable +	1 Short Vowel +	1 Consonant +	Double final consonant
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### Working with Roots

You Try Matching

pend/pens	hang
fin(e)/finit	choose/read
dem	strong
lect/leg	pull
tract	throw
dent/dont	end
ject	conquer
fort/force	people
vict/vince	tooth

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### Working with Roots

You Try Matching

pend/pens	hang
fin(e)/finit	choose/read
Dem	strong
lect/leg	pull
tract	throw
dent/dont	end
ject	conquer
fort/force	people
vict/vince	tooth


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### The Schwa Sound

- Vowel sound which is difficult to identify
- Pronounced as a short u, short i, or contracted  
contain – lemon – action
- Not found in an accented or stressed syllable
- Underlined letters represent the schwa

Ameriça – seven – veluet

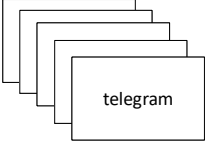


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### Accented Syllables

- Accent – stressed – say it louder
- How the vowel sounds
- Fully pronounce the vowel sound
- Loudest or clearest sound
- Can be stressed more slowly
- Strategy: Calling the dog
- Accents are usually placed on a base/root, not prefix or suffix
- These will be shown in CAPITAL letters CAN/dle



telegram

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### Patterns within Accented Syllables

- Search for predictable patterns within our language
- Accent is usually on the root, stem, or base word

stubby	spreadable	booking	
--------	------------	---------	--

- 3 syllable words
- Usually accented on the first syllable

similar	signify	stimulate	thermostat
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- 3 or more syllables ending with a silent e
- One syllable between the accented syllable and the silent e syllable

appropriate	accumulate		
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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 Paper
- Textured Fabric



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### Sonday 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
    - See- Divide
    - Feel – Trace
    - Hear
  - TOUCH SPELL when spelling




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### Resources

- Supplemental Activities
- Error Correction Dialogue
  - Correcting Spelling Errors
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Meanings Guide
  - Prefix and Suffix
  - Roots




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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...affects 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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## A Closing from Arlene Sondag

Our motto  
Overlearn to the automatic level!

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