

**PROFESSIONAL
DEVELOPMENT FOR**
 **sonday system E 2-3[®]**
 Training Module 2024 - 2025

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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

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
First President of OGA
(Orton-Gillingham Academy)

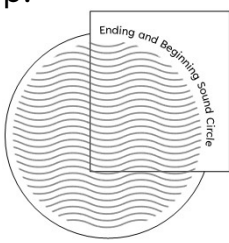
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Warm Up!

Phonemic Awareness
Ending and Beginning Sound Circle

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



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The Sonday Essentials Kit
 Online Platform includes: Learning Plan Book www.winsorlearning.com



Essentials



E2



E3

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.



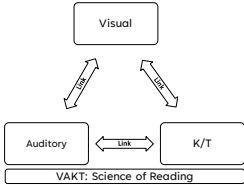
(NRP Summary Report page 9, Subgroup Report page 2-94)

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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



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Essentials 3 Modeling L26



Turn and Talk

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Reading Foundations


Phonological Awareness	Phonemic Awareness
Letter-Sound Knowledge	Alphabetic Principle

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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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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>C</td><td>Closed</td></tr> <tr><td>L</td><td>Consonant-le</td></tr> <tr><td>O</td><td>Open</td></tr> <tr><td>V</td><td>Vowel Pair</td></tr> <tr><td>E</td><td>E Syllable</td></tr> <tr><td>R</td><td>R Combination</td></tr> </table> <p style="text-align: center;">6 Syllable Types</p>	C	Closed	L	Consonant-le	O	Open	V	Vowel Pair	E	E Syllable	R	R Combination	<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: Cle</p> <p>Pattern 6: V V</p> <p style="text-align: center;">6 Syllable Division Patterns</p>
C	Closed												
L	Consonant-le												
O	Open												
V	Vowel Pair												
E	E Syllable												
R	R Combination												

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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

E2 L136, 138, 141

vc/cv
invite
jumbo
velvet
napkin
rabbit
candy

E3 L27-29

v/cv or vc/v
volume
open
crazy
refine
cabin
solid

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Syllable Division Patterns

E3 L128-29

vcccv
pumpkin
dolphin
bathtub
complete
spectrum
tendril

Keep consonants together that are easily recognized.

E4 L2

You Try!

basin
eject
tribute
menu
wedding
impress
baby


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Essentials Content

Essentials 2-3

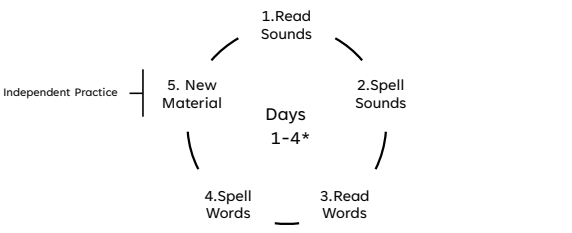
- Phonetic Code
- Presentation of Consonants and Vowels
 - Digraphs, diphthongs, vowel pairs
- Sight Words
- Beginning, Ending, and Tri Blends
- Compound Words and Contractions
- Syllabication with multisyllabic words
 - Prefixes and Suffixes
 - Inflectional Endings



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Lesson Structure: Simple to Complex

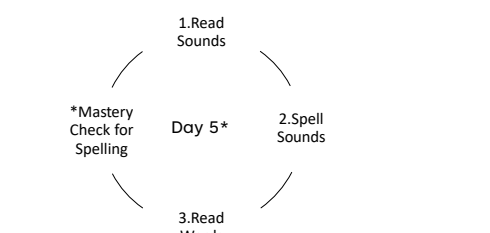


NOTE: Time limits attached to each step!

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Lesson Structure: Simple to Complex



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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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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Practice Essentials 2

First Attempt
Let's Trace!
Yes, it's /___/.
Trace again.

Not Successful!
Directly Teach:
This is the letter ___
that says /___/ as in ___.
Let's Trace!

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Practice Essentials 3

First Attempt
Let's Trace!
Yes, it's ___.
Trace ___ again.

Not Successful!
Directly Teach:
This is the letter ___
that says /___/ as in ___.
Let's Trace!

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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 -igh say /i/. It comes at the end of the word often followed by t."
- Incorporate SEE-HEAR-FEEL → Trace while saying "/i/". After students trace the letter(s) -igh saying "/i/" at the end of the word, often followed by "t" 2-3 times, ask the class...
- Elicit response with questioning → "Where do we find the letters -igh?" Students answer, "At the end of the word or often before t."

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 2

63 SONDAY SYSTEM[®] ESSENTIALS 2

2) SPELL SOUNDS

- Students listen to 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: 1)
All 2 ways (Answer: c, k, ck)
Long (I): 2 ways (Answer: ee, e, e-e)
Long (I): 2 ways (Answer: oo, o-e)

ing | y | c, k, ck | ee, e, e-e | oo, o-e

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Practice Essentials 3

43 SONDAY SYSTEM[®] ESSENTIALS 3

2) SPELL SOUNDS

- Students listen to the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say, SAY and WRITE: er o ink
All 2 ways (Answer: ee)
Long (I): 3 ways (Answer: ee, e, e-e)
All 2 ways (Answer: oo, oo)

er | o | ink | s, c | ee, e, e-e

ch, tch | | | |

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Step 2: Spell Sounds

Directions
"Say and write the sound."

Addressing Errors
"Say /er/." (students repeat)
"What letters say /er/?"

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 /er/ correctly. Now everyone write /er/ 2 more times while saying the sound."

TIP: Minimize teacher talk.

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Looking at Errors

er	y y y	c, k, ck	l o o o	ink ink ink
----	-------	----------	--------------------	-------------

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

Which sound error(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.

Days 1-4

35

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Practice Essentials 2

63 SONDAY SYSTEM[®] ESSENTIALS 2

3) READ WORDS

Directions: REPEAT and WRITE: Write down each word and practice for the following list in the Media Kit.

1. Single Syllable Words

age	try	pro	we	dry	spy
sky	try	ply	no	be	she
me	no	be	by	fly	sly

2. Multisyllabic Words

quack	couldn't	blink	fall	haven't	flick
ramp	spent	four	should	post	shell
some	laved	grasp	quill	stuck	bulk
spill	said	trick	trend	you'll	pluck

3. Sentences

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

Automaticity Fluency

<p>Single Syllable Words</p> <p>See</p> <p>Hear</p> <p>Feel</p>	<p>Multisyllabic Words</p> <p>See</p> <p>Divide</p> <p>Feel</p> <p>Trace</p> <p>Hear</p>
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Practice Essentials 3

SONDAY SYSTEM ESSENTIALS 3

3 READ WORDS

Students READ about (blends) when reviewing handwriting to prepare them for the Monday 30 in the Monday 30.

1. Sort:

cent	code	alone	alone	place	lose
cell	close	force	force	nice	lose
center	price	choice	choice	force	rise
cite	force	pronice	nice	face	truce
cinder	choice	voice	ace	price	vice
brave	spice	grace	rise	slit	twice

2. Mix up:

catch	crutch	hatch	starch	speech	stetch
leech	branch	panch	match	catcher	patch
itch	switch	stitch	pinch	drench	pooch
scorch	orch	bench	hinch	orch	orch

3. Sentence:

Add some spice to the beef. Dump the ranchid milk in the sink.	Use a stend to trace it. We went to a concert under the stars.
---	---

Automaticity Fluency

Single Syllable Words

See See
Hear Hear
Feel Feel (Trace)

Multisyllabic Words

See See
Divide Divide
Hear Hear
Feel (Trace) Feel (Trace)

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Step 3: Read Words

1. Read Sounds

5. New Material

4. Spell Words

3. Read Words

2. Spell Sounds

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

Addressing Errors: One Syllable Word "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."

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

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Step 3: Read Words

1. Read Sounds

5. New Material

4. Spell Words

3. Read Words

2. Spell Sounds

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

Addressing Errors: Multisyllabic Words

- 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 or 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

5. New Material

4. Spell Words

3. Read Words

2. Spell Sounds

Days 1-4

Materials:
Paper & pens/pencils

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

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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 below, saying each sound aloud.

REMINDER: First column lists the sounds being practiced.

	ng	ve	sting	lake	hang	joke
y			by*	shy	cry	sly
4/e			bat*	go	we*	pro
contractions	I've	you've	they've	should	couldn't	live
sight words	I could	would*	should			

* 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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Practice Essentials 3

SONDAY SYSTEM ESSENTIALS 3 Lesson 43

4) SPELL WORDS

- Dictate the following words to the students.
- Students **REPEAT** and **SEGMENT** each word, then **SAY** each sound out loud while **WRITING** the word.
- Dictate each word aloud, reading down the columns.

REMEMBER: Colored in black indicates which sound is being practiced. **REMEMBER:** Dictate words and sentences for a total of 7 minutes.

soft c	grass	twice	rice	trous
-sch	crutches	clutch	ditch	catch
vowel pairs	vow	slower	footstool	join
ch	munching	pooch	torch	speech
sight words	have	give	live	could

- Students **READ** about the list of words just written.
- Dictate the following sentences.
- Students **REPEAT** and **WRITE** each sentence.
- Can you catch a falling star? The dog began to growl.
- Students **READ** about the 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, segment, 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.)

"Segment ____." (Everyone segments by sounds or syllables.)

"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.

"Don't have ____ cross it out and write ____ correctly. Everyone write ____ 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

~~d~~ ~~growl~~
 The ~~dog~~ began to ~~growl~~.

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Breaking Down the Steps: New Material

1. Read Sounds

2. Spell Sounds

3. Read Words

4. Spell Words

5. New Material

Days 1-4

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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Direct and Explicit Instruction of the Code

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

1. Identify the location of the sound:
 "It is 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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Practice Essentials 2

SONDAY SYSTEM[®] ESSENTIALS 2 Lesson 63

5 INTRODUCE NEW MATERIAL 3 Minutes

Teach Sound

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

Sound [ai] as in car

- Students READ aloud the following word list. (Media Kit) *Note: Blanketed lists may be printed from the Phonics kit 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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Practice Essentials 3

SONDAY SYSTEM[®] ESSENTIALS 3 Lesson 43

5 INTRODUCE NEW MATERIAL 5 Minutes

Teach Sound

- Display the card and say the sound.
- Students SAY the sound while TRACING the letters on the desk.
- Students SAY and WRITE the sound 3 times.

Sound [dge] as in fudge

Rule: -dge comes at the end of a word after a short vowel.

- Students READ about the following word list.

badge lodge wedge sludge ledge ridge edge smudge

- Dictate the following words.
- Students REPEAT each word, TOUCH SPELL each word, and SAY each sound aloud while WRITING the word.

badge lodge wedge ridge smudge

- Students READ the words just written.

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Media Kit

-dge

badge	ledge
lodge	ridge
wedge	edge
sludge	smudge

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Step 5: New Material

5. New Material

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words

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

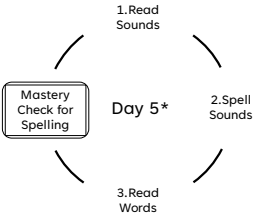
- Not every lesson has “New Material.”
- Independent Practice fosters development of skills previously taught.
 - Centers – differentiate learning
 - Homework
- Optional activity
- Data collection tool in Media Kit



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Lesson Structure Simple to Complex



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Mastery Checks Day 5

Locate in Your LPB L75

SONDAY SYSTEMSM ESSENTIALS 3 Lesson 75

4 MASTERY CHECK FOR SPELLING 12 Minutes

Goal: To determine how well students can spell independently.

- Dictate the following words, reading down the columns.
- Repeat words if necessary.
- DO NOT assist students by reminding them to repeat or Touch Spell the word. THIS IS A TEST. The goal is to determine what has been learned and how well the students can spell independently and transfer learning to other settings.

boiler	many	flashing	camper	passing
plants	springing	felices	cleans	lender
blender	rushes	soot	pitches	dresses
howling	loudler	dramling	growler	buys

Note: When a slash divides a word, ask students to divide the word into syllables and label each syllable. Incorrect division is considered an error.
*After dictating a homophone, use it in a sentence to identify meaning and guide spelling.

- Total the number of words spelled accurately.
- Refer to the conversion chart below for 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 closer monitoring and more opportunities for practice may be beneficial.

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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%

E2-5 Mastery =
85% or higher

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

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Mastery Checks Day 5

What is IS

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

What is 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 or syllables
- Marks each sound
- Identifies place value within word
- Utilizes the thumb and fingers of the non-writing hand

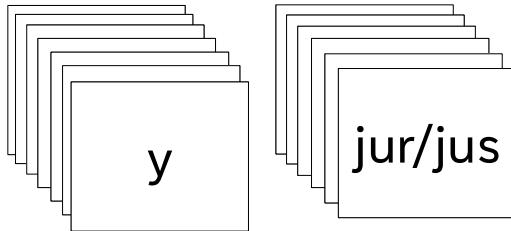
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Morphology

Prefixes, Suffixes, and Roots



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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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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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Affixes Syllable Division Patterns

Suffix

Break syllable between base word and suffix

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

Changes how a word can be used.

Prefix

Break syllable between prefix and base word

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

Changes what the word means.

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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>	boil/er	d <u>ay</u>	day/light
soo <u>o</u>	soon/er	bo <u>oy</u>	boy/hood
jo <u>oi</u> n	re/join/ing	sho <u>ow</u>	show/ing
		gro <u>ow</u>	growl/ing
		l <u>aw</u>	un/law/ful

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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
-dle	-tle
-fle	-gle
-zle	-ple

Consonant-le, count back three!

g a r / g l e

stable - bubble - little - ample - candle

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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 | v

v i o l i n

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

1 Syllable +

1 Short Vowel +

1 Consonant +

Double final consonant


grab
get
crop
hug
hop

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Recording Student Work (Data Collection)

- Writing paper at least 3 times/week
 - Writing Tools: markers, pens, colored pencils
 - Template available
- Individual Whiteboards
 - Sheet protector with writing paper as a template
 - Binder with slip front cover
- Multisensory materials
 - Sandpaper
 - 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!

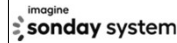
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