

**PROFESSIONAL  
DEVELOPMENT FOR**  
 imagine  
**sonday system E 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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**imagine learning**

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)

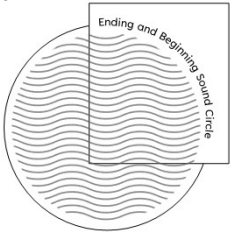
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**Warm Up!**

**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](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.



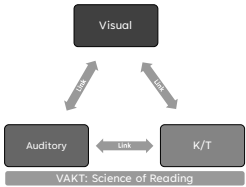
(NRP Summary Report page 9, Subgroup Report page 2-94)

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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



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## Essentials 3 Modeling L26




Turn and Talk

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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
-  Feel
-  Hear

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

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

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## Common Syllable Types






Essentials 3

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

E3 L27

vc/cv  
invite  
jumbo  
velvet  
napkin  
rabbit  
candy

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### Syllable Division Patterns

E3 L28-29 v/cv or vc/v volume open crazy refine cabin solid	E3 L62 vcccv pumpkin dolphin bathtub complete spectrum tendrill
--	--

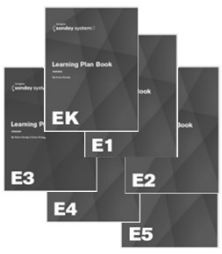
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### Essentials Content

Essentials 1-5

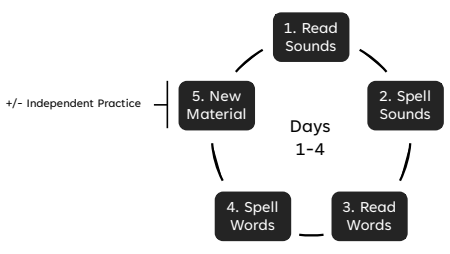
- Phonetic Code
- Presentation of Consonants and Vowels
  - Digraphs, diphthongs, vowel pairs
- Sight Words
- Beginning, Ending, and Tri Blends
- Compound Words and Contractions
- Syllabication with multisyllabic words
  - Affixes and Roots
  - Inflectional Endings



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### Lesson Structure: Simple to Complex

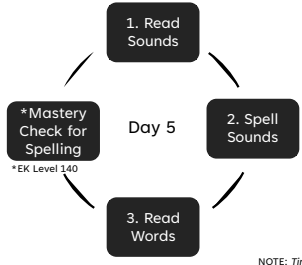


NOTE: Time limits attached to each step!

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### Lesson Structure: Simple to Complex

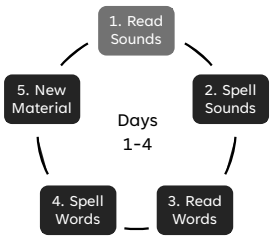


NOTE: Time limits attached to each step!

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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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## Practice Essentials 3

Lesson 43 SONDAY SYSTEM ESSENTIALS 3

**1 READ SOUNDS** 2 Minutes

- Review Sound Cards 21-43
- REMINDER: Ask for 2 sounds for e (/k/ /s/)
- Students READ the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

**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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## 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

Incorporate SEE-HEAR-FEEL

Elicit response with questioning

→ "The letters -ck say /k/. Trace the two letters together while saying /k/."

→ After students trace the letter(s) -ck saying /k/ after a short vowel 2-3 times, ask the class...

→ "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 3

Lesson 43 SONDAY SYSTEM ESSENTIALS 3

**2 SPELL SOUNDS** 2 Minutes

- Listen to the following sounds, one at a time.
- Students REPEAT each sound.
- Students WRITE the sound.
- Say SAY and WRITE: er o ink s, c ee, e, e-e
- to 2 ways (Dinner, c, s)
- Long to 2 ways (Dinner, ee, e-e)
- SH, 2 ways (Dinner, s, s)

er

o

ink

s, c

ee, e, e-e

ch, tch

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## Step 2: Spell Sounds

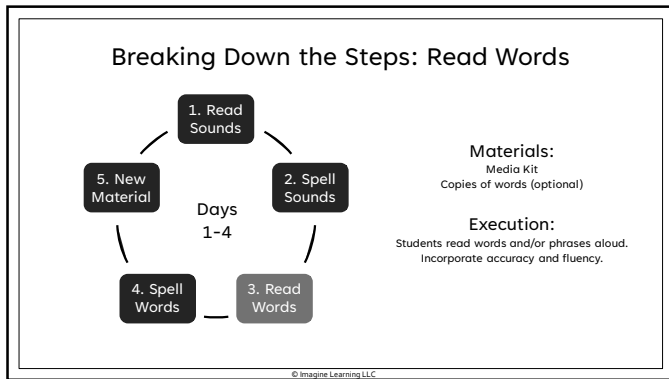
**Directions**  
"Listen, repeat, and write the sound."

**Addressing Errors**  
"Say /I/." (students repeat)  
"What letter says /I/?"  
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 /I/ two more times while saying the sound."

TIP: *Minimize teacher talk*

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### Practice Essentials 3

LEVEL 43

**SONDAY SYSTEM® ESSENTIALS 3**

**3 READ WORDS**

Students READ about (blends) **VC**. Each Student has one to practice from the list below for 1-2 weeks.

1. soft c	cent	code	since	since	place	face
	cell	dance	force	force	rice	ice
	center	price	choice	choice	brace	trace
	cite	force	praise	rice	face	trace
	cinder	chance	voice	oat	price	vice
	lance	spice	grace	rise	slice	twice

2. sh, ch

catch	crutch	hutch	starch	speech	stend
leech	branch	panch	match	catcher	patch
rich	switch	stitch	patch	branch	pooch
search	orch	bench	hitch	starch	search

3. Suffixes

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

**Automaticity**  
**Fluency**

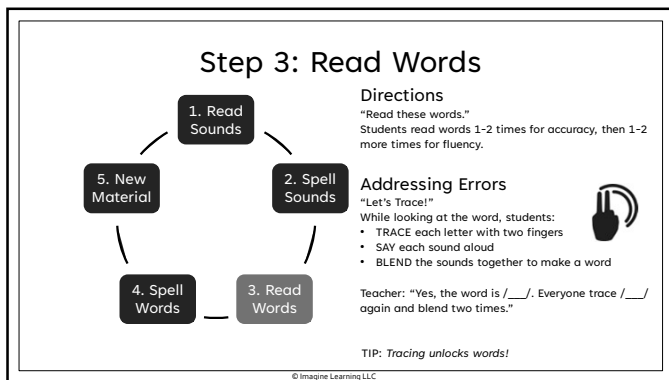
Single Syllable Words  
Multisyllabic Words

See  
Feel  
Hear

See  
Divide  
Feel  
Hear

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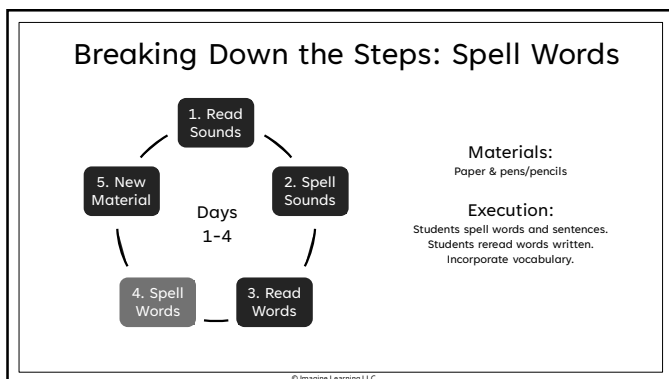
### Options for Reading Words

- 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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### Practice Essentials 3

LEVEL 43

**SONDAY SYSTEM® ESSENTIALS 3**

**4 SPELL WORDS**

Students READ about the following words to the Students.

- Students **HEAR** and **SEE** each word, then **SAY** each sound out loud while **WRITING** the word.
- Dictate each word aloud, reading down the columns.

**REMINDER:** Color in each picture which should be being practiced.  
**REMINDER:** Dictate words and sentences for a total of 7 minutes.

soft c	groce	twice	rice	trace
-tch	crutches	dutch	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 **HEAR** 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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## 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 \_\_\_\_." Touch the finger with the error. (students answer)

"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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## Practice Essentials 3

Lesson 43 SONDAY SYSTEM ESSENTIALS 3

5 INTRODUCE NEW MATERIAL 3 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 /j/ as in judge

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

- Students READ aloud 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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## 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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## 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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## Independent Practice

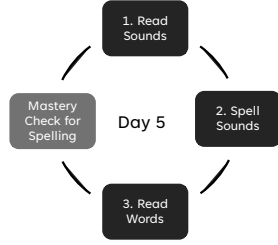


- Independent Practice fosters development of skills previously taught
- Found in the Media Kit
- Data collection tool

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## Lesson Structure Simple to Complex



Day 5

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## Mastery Checks Day 5 Locate in Your LPB L75

SONDAY SYSTEM<sup>SM</sup> ESSENTIALS 3

Level 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	soth	pitches	dresses
howling	loudler	draining	growler	buy

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, place 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

**What it IS**

- Determines how well students can spell independently
- Phonics
- Determines mastery of skills
  - 90% or higher EK
  - 85% or higher E1
- 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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### 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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### Sondy 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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### Resources

- Supplemental Activities (for skill in pre-reading and reading)
- Independent Practice
- Error Correction
- Definitions and Descriptions
- Quick Reference to English Language Rules
- Mastery Checks 60, 80, 100, 110, 120, & 130
- EK only



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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 y and w combined with vowels

<u>boi</u> l	boil/er	d <u>ay</u>	day/light
<u>soo</u> n	soon/er	b <u>oy</u>	boy/hood
<u>jo</u> in	re/join/ing	sh <u>ow</u>	show/ing
		gr <u>ow</u> l	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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## 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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