

PROFESSIONAL DEVELOPMENT FOR

imagine
sonday system 2

Training Module 2025-2026



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THE SONDAY SYSTEM PRODUCT LINE: Solving and Preventing Reading Failure

imagine
sonday system E

Scientifically-Based Reading Research
Orton-Gillingham Approach
Structured Literacy

imagine
sonday system LPL

imagine
sonday system 1

imagine
sonday system 2

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Arlene Sonday



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



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

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Objective

Participants will promote students' reading success through
fidelity, intensity, and content of reading instruction.

Essential elements of OG instruction:

Direct & Explicit

Simultaneous & Multisensory

Systematic & Cumulative

Synthetic & Structured

Diagnostic & Prescriptive

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

Attitudes
&
Accommodations



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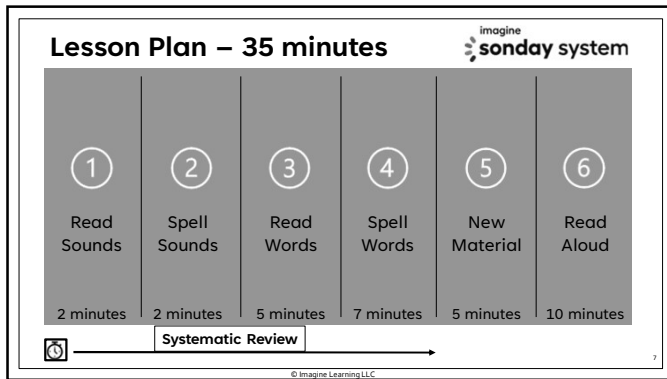
The Sonday System 2 Intervention Set

Online Platform: <https://teacher.imaginesonday.com>



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Step 6: Read Aloud

Using Texts

The Saturday Morning Project
One Friday night, Julie slept over at Grandma's house. She was excited. She did not know what to expect. Grandma always surprised her.

The next morning, Grandma said they would make pancakes. First, they sifted flour, salt, and baking powder into a bowl. Next, Julie beat eggs in another bowl.

Grandma melted butter in a pot. She added the melted butter and milk to the eggs. After that, Julie added the dry ingredients. Then she stirred everything together.

Choose text that can be read with 95% accuracy or higher.
Identify comprehension strategies that align with a grade level standards.

When did Julie become excited?
What day did Julie learn they would be making pancakes?
Identify the dry ingredients. Summarize how ingredients were blended.
Using your background knowledge, infer what might happen next?

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Imagine sonday system 2

Is an effective intervention program because of:

WHAT is taught

- Five Essential Components of Reading Instruction

HOW it is taught


- The Science of Reading
- Structured Literacy
- Multisensory Instruction
- Orton Gillingham Approach

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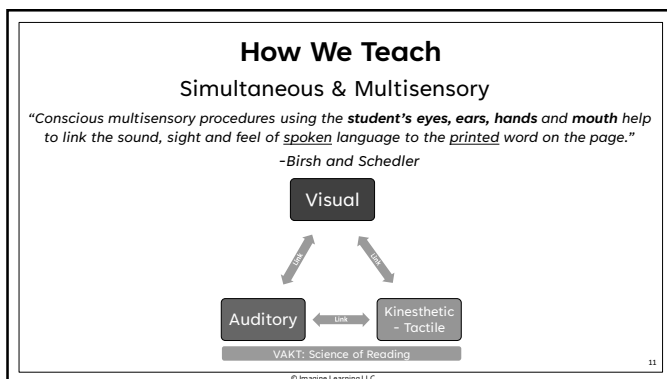
What is Taught

Five Essential Components of Reading Instruction

Phonemic Awareness		Vocabulary
Phonics (letter sounds)		Comprehension (picture, listening, text)
Fluency (rate, accuracy, prosody)		

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Learning Plan Book

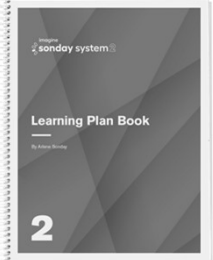
Components

34 Reading Levels

- Students begin where proficiency is indicated
- Sounds taught in sequential order
- Simple to complex

Mastery Checks for Reading and Spelling

- Every 3rd level
- Diagnostic & Prescriptive



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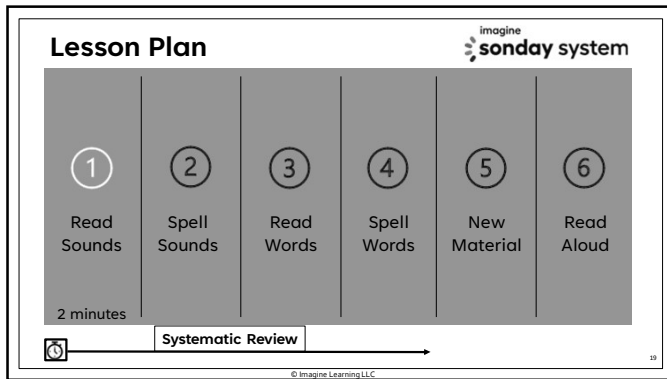
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Step 1: Read Sounds

1 READ SOUNDS (visual/auditory) 2 min

- Review Sound Cards 1-38 (every session).
- Review Blend Cards 1-12 (every other session).
- Student reads the sound of each card aloud.
- Add cards to the decks when new sounds are introduced.

R: Ask for 2 sounds of all single vowels and y.
R: Ask for clear, clipped sounds of consonants.

Error? Trace!

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Step 1: Read Sounds

Error Correction

What is considered an error?

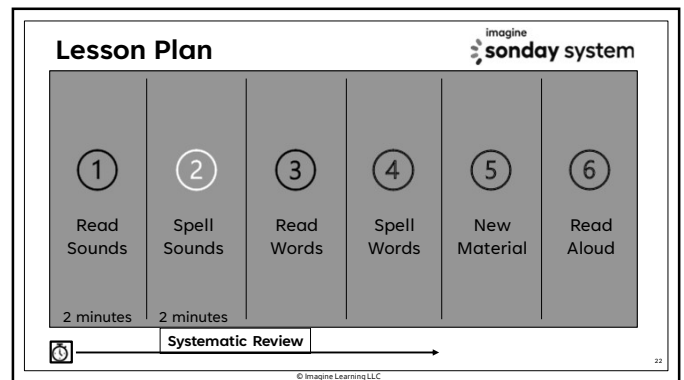
- Incorrect sound(s)
- Hesitation

Error Correction

- Teacher says, "Trace!"
- Have the students:
 - SEE the letter(s)
 - TRACE the letter(s)
 - SAY the sound
- Trace **3x** then put card back in the deck.

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Step 2: Spell Sounds

Read the bullets to know what to do!

2 SPELL SOUNDS (visual/auditory/tactile) 2 min

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

Questions to ask the student:
How do you spell /r/ at the end of a word after a short vowel? (Answer: /r/)
How do you spell /r/ at the end of a word? (Answer: /r/)
How do you spell /r/ after a short vowel? (Answer: /r/)
What are the 2 ways to spell /r/? (Answer: r, rr)

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

Error?
This is ~~/r/~~. Say /ar/. Repeat /ar/.
What letter(s) make the /ar/ sound?
Don't see /r/? Cross it out and write /___/ correctly.
Everyone write /___/ two more times and say it as you write.

SONDAY SYSTEM - Student Notebook

Name: _____ Date: _____

2. SPELL SOUNDS 4. SPELL WORDS

u
or ar or
oo
or
eee
all
ff
y
-ck
oy, oi

Questions to ask the student.

In this example, the instructor would demonstrate by crossing out /r/ on the board and having student(s) write /ar/ three times in their notebook(s).

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Step 2: Spell Sounds

Error Correction

What is considered an error?

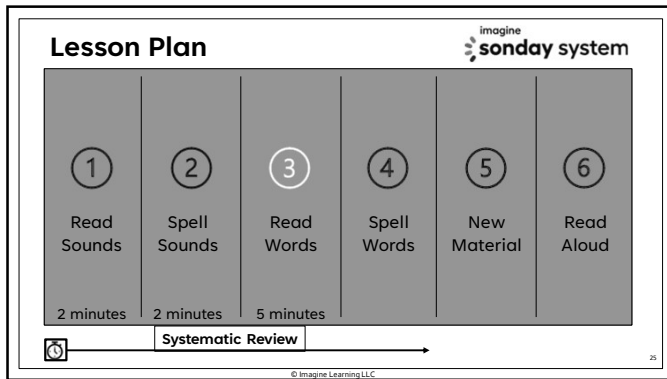
- Incorrect letter(s) written
- Hesitation

Error Correction

- This is ~~/r/~~. (write it on the board)
- Say /ar/. Repeat /ar/.
- What letter(s) make the /ar/ sound?
- Don't have /ar/, cross it out and write /ar/.
- Everyone, write /ar/ two more times, and say it as you write.

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Step 3: Read Words

Read the bullets to know what to do!

3 READ WORDS 5 min

• Learner reads aloud from the following sources. Material is provided for several sessions.

1. Word Book, p. 32, Review ar, oo, or, all, y, oi, oy
2. Word Book, p. 16, Nonsense words, column 3
3. Word Book, p. 30, Compound Words
4. Word Book, p. 25, Review -ck, End Blends 1
5. Word Book, p. 26, Review -ck, End Blends 2
6. Word Book, p. 28, ar, or
7. Word Book, p. 29, y, oo, all, oy, oi
8. Sight Word Cards #1-25
9. Any previous Word Book list

R: When reading, if the learner does not readily recognize a word, leaves out a sound, transposes sounds, or adds a sound that is not in a word, have the learner trace the letters on the table while saying each sound, then blend the sounds into a word.

How? Unison – Echo – Around the Table – Partner Reading

Reading Word Lists

Exposure

Accuracy

Fluency

Tie in vocabulary later

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Step 3: Read Words

Building Vocabulary

crutch
brow
roast
subside
sap
compose
harmless

How?

Asking students questions:

- Match word with its meaning
- Antonym/Synonym
- Use word in a sentence
- Nouns/Verbs
- Multiple meanings
- Add prefix/suffix

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Step 3: Read Words

Error Correction

What is considered an error?

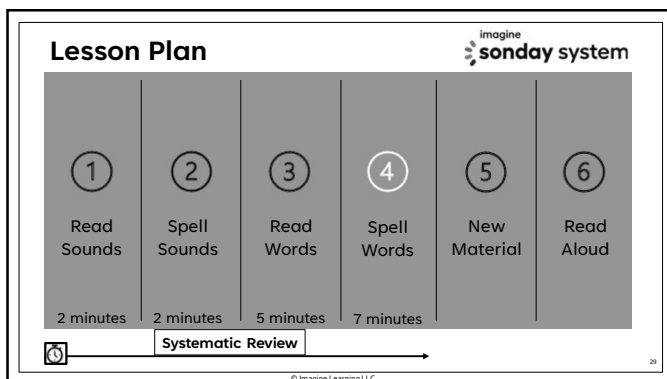
- Reads word incorrectly
 - Omits sound(s)
 - Transposes
 - Adds sound(s)
- Hesitation

Error Correction

- TRACE!
- **TRACING** each letter while...
- **SAYING** the letter sounds
- **BLENDING** sounds and *pulls fingers underneath word* while reading the word.
- Go back and reread for automaticity.

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Step 4: Spell Words

Read the bullets to understand what to do!

- Dictate the following words to the student.
- Student **repeats** each word, **segments** each sound or syllable (**Touch Spells**) and writes the word.
- Dictate each word aloud, reading down the column. Correct errors **as they occur**.
- Student reads the list of words written.

Do not Touch Spell Sight Words/ Irregular Words

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Step 5: New Material

Sight Words Traditional Way

Assess Sight Words
TRB pg. 63

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

1. Teach Sight Words/Irregular Words

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

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

Cards: Sight Word Cards 26-35

#26 where	#29 they	#32 says	#34 any
#27 there	#30 some	#33 want	#35 been
#28 gone	#31 come		

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

Teach

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Step 5: New Material

Acquisition of Sight Words – Heart Word Method

Goal: Students should be able to read and spell Sight Words – Heart Word Method.

Directions for how to teach Sight Words are listed in bullets in the Learning Plan Book.

- Show the student one Sight Word Card, say it aloud and ask the student to repeat it.
- Student copies the word on their paper (if needed)
- Student points to any known consonants and says the sound of that consonant.
- Teacher identifies and pronounces the unknown or irregular sounds. Ask the student to repeat.
- Student traces the letter on the table while saying the sounds. Student then blends the sounds together and says the word.
- Student then write the sight word or irregular word on their paper 3 times while saying the letter names aloud. Repeat as needed.

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Step 5: New Material

Vowel-Consonant-Silent E

Let's have students
see and hear
words when silent e is added

SONDAY SYSTEM® 2

cake	joke	ate	ote
these	cute	efe	ute
bike		ite	

2. Teach Sound

- Introduce one new sound at a session.
- Show the card and say the sound.
- Student repeats each sound and traces it on the table.

Cards: Sound Card 29

Q-@	long e as in cake
E-@	long e as in these
I-@	long i as in bike
U-@	long u as in cute, /oo/ as in these

NOTE: The e at the end of the word makes the preceding vowel long (say its name).

- Student traces VC@ words from the Word Book p. 33.
- Circle the following words by using the following diagram: "Open top, now split top."
- Student repeats: Teach Spills and writes each word. See Teach Spills p. 213.
- Student repeats: Teach Spills and writes each word. See Teach Spills p. 213.
- Student reads the list of words just written.

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What is a syllable?

A syllable is a word, or part of a word, with one vowel sound.

Why teach syllables?

Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is — or skipping it altogether.

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Syllable Types & Syllable Division Patterns

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

6 Syllable Types

6 Syllable Division Patterns

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Syllable Types

Open – Closed – Silent E

3. Teach Syllable Types

Watch the Syllable Types and Syllable Division Patterns video in the Digital Resources for a demonstration.

RULE: A syllable is a part of a word pronounced as a unit. A syllable consists of a vowel alone or a vowel combined with one or more consonants. A syllable has only one vowel sound.

O: Open syllable: Long vowel at the end of the syllable. Examples: be, me, ma, pi, so, cu
C: Closed syllable: Short vowel followed by one or more consonants. Examples: mat, doll, ad, moth, end
E: E syllable: A silent e (V@) at the end of a syllable makes the preceding vowel long. Examples: matte, dime, cute, vote, tide

Student reads isolated syllables at the top of Worksheet 2 (Word Book, p. 34 or digital resources) and labels the syllables listed.

NOTE: Knowing syllable types and syllable division makes reading and spelling easier. Long words can be broken into parts or syllables, and the syllables can be blended together to make a word.

BIG IDEA: When you know what type of syllable a word part is, you know the vowel sound.

ma be pi so
mat bem pid sop
mote beme pide sope
★ Word Book pg 34

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What is Syllable Division?

- Breaking multisyllabic words into syllables to **decode** and **encode**.
- Helps students identify the **vowel sounds** within a word.
- 6 Syllable Division Patterns
 - **Pattern 1: VCCV**
 - **Pattern 2: VCV**
 - **Pattern 3: VCCCV**
 - **Pattern 4(a): Suffixes**
 - **Pattern 4(b): Prefixes**
 - **Pattern 5: C-le**
 - **Pattern 6: V V**

Changing how
students see
multisyllabic words

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Steps for Syllable Division

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

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Syllable Division Pattern 1

VCCV

When there are two consonants together, with a vowel on each side, break between the consonants.

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

"You Do" (assessing)

- 4. Teach Syllable Division Patterns**
- **INTRODUCE JUST ONE PATTERN AT A SESSION.**
 - Words are divided into syllables following the patterns below where V=vowel and C=consonant.
- Pattern 1: VC/CV**
- RULE:** When there are two consonants together, with a vowel on each side, break between the consonants. The first syllable is always a closed syllable with a short vowel.
- Use Worksheet 3 (Word Book, p. 35 or digital resources), and practice Pattern 1.
- Student divides each word into syllables by drawing a line between the consonants.
 - Student labels the syllable types. Example: C / r / b / t / i / t /
 - Student reads each syllable and then reads them together to form a word.
- laid / dem laid / dem spin / ring spinning
up / set up / set ob / sessed obsessed
- IC:** After teaching this pattern, enter the following words in the blank vccv spaces of SPELL WORDS to dictate at the next session.

★ Worksheet 3 in WB

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Syllable Division Pattern 1

VC/CV

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

I Do – Teacher modeling We Do – We both do it together
You Do – Students work independently

★ Word Book pg. 35

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Your Turn!

Media Kit Worksheet #3 in the Word Book

absent	alcove	alto
ditto	problem	oblong
album	inside	submit
umpire	stubby	pinto

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Syllable Division Pattern 2

v/cv or vc/v

When there is one consonant between two vowels, the syllable may break before or after the single consonant.

b a | s i c
v | c | v
p a | n i c
v | c | v

★ Word Book pg. 36

- 4. Teach Syllable Division Patterns (continued)**
- Pattern 2: VCV**
- RULE:** When there is one consonant between two vowels, the syllable may break before or after the single consonant. The first choice is to break before the consonant. If the word is a syllable, give the correct pronunciation.
- Pattern 2a: V/CV (first choice)**
- RULE:** When there is a long vowel at the end of the first syllable, divide the word after the vowel. The first syllable is open.
- Use Worksheet 4 (Word Book, p. 36 or digital resources), and practice Pattern 2a, column 1.
- Student divides each word into syllables by drawing a line between the long vowel and the consonant.
- Student labels the syllable types. Example: C / u / l / l / i / t /
- Student reads each syllable and then reads them together to form a word.
- u / l / l / i / t / ull / l / i / t ull / l / i / t
p / u / l / l / i / t pull / l / i / t pull / l / i / t
- IC:** After teaching this pattern, enter the following words in the blank vcv spaces of SPELL WORDS to dictate at the next session.
- refuse open burst belong even remote
u / l / l / i / t ull / l / i / t ull / l / i / t
- Pattern 2b: VC/V (second choice)**
- RULE:** When there is a short vowel in the first syllable, break after the consonant. The first syllable is closed.
- Use Worksheet 4 (Word Book, p. 36 or digital resources), and practice Pattern 2b, column 2.
- Student divides each word into syllables by drawing a line between the consonant and the vowel that follows.
- Student labels the syllable types. Example: C / u / l / l / i / t /
- Student reads each syllable and then reads them together to form a word.
- u / l / l / i / t ull / l / i / t ull / l / i / t
p / u / l / l / i / t pull / l / i / t pull / l / i / t
- IC:** After teaching this pattern, enter the following words in the blank vcv spaces of SPELL WORDS to dictate at the next session.
- u / l / l / i / t ull / l / i / t ull / l / i / t
p / u / l / l / i / t pull / l / i / t pull / l / i / t

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Syllable Division Pattern 2

v/cv or vc/v

- Scan for vowels
- Look between the vowels
- Divide
- Identify the syllable type
- Read the word

evict
v | cv

radish
v | cv

★ Word Book pg. 36

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Syllable Division Pattern 3

VC/CCV or VCC/CV

4. Teach Syllable Division Patterns (continued)

Pattern 3: VC/CCV or VCC/CV (Watch for a pair of consonants that belong together such as ch, th, and st.)

RULE: When there are three consonants between two vowels, the syllable may break before or after the middle consonant. The two consonants that stay together are easily recognized.

tan/trum pump/kin com/plex dan/druft

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

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

im / press impress king / dom kingdom
fond / ness fondness com / plex complex

- Watch for **digraphs** and **blends**.

p u m (p) b i n
v c c v

★ Word Book pg. 37

THINK
Do these stay together?

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Syllable Division Pattern 3

VC/CCV or VCC/CV

- Scan for vowels
- Look between the vowels
- Divide
- Identify the syllable type
- Read the word

bathtub
v c c c v

dolphin
v c c c v

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

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Continuing With Syllable Types & Syllable Division Patterns

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

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Lesson Plan

Imagine
sonday system

1	2	3	4	5	6
Read Sounds	Spell Sounds	Read Words	Spell Words	New Material	Read Aloud
2 minutes	2 minutes	5 minutes	7 minutes	5 minutes	10 minutes

Systematic Review

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Step 6: Read Aloud

6 READ ALOUD (visual/auditory/tactile) 10 min

- Choose one of the following activities at each session.
 - Sentences, Word Book, p. 39.
 - Sentences, Word Book, pp. 31, 24. (Repeated reading builds automaticity and fluency.)
 - Read or reread *Sunday System 1 Readers*. Select from levels 26-30. Include activities.
 - Read a book.

Select a book that will require students to use the skills being taught and practiced. If extending the time for this segment is an option, focus on comprehension by asking factual and predictive questions.

Examples of factual questions: Where were the boys going?
How did they plan to get there?
 - Repeated reading.

Select a word list, paragraph, or page and have the student read the selection aloud 3 times. Time each reading. Timing for a word list may be 30 seconds to 1 minute; for contextual material, 1 to 2 minutes is adequate. The student marks the last word read when the time is up. With each repetition, the student will read a few more words. Success and improvement will be apparent. Rereading builds fluency.

Trace!

NOTE: Encourage students to read with a pencil and write difficult words on paper to analyze and segment, or divide lightly on the page (if permitted). Remote students can annotate on the screen to identify the patterns and divide words.

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Step 6: Read Aloud

Leveled Text & Decodable Text

When using LEXILE LEVELED Text

- Choose text that can be read with 95% accuracy or higher.
- "Tell" words that are beyond the phonetic code taught so far.
- Identify comprehension strategies that align with a grade level standards.
- Ask questions that promote "thinking while reading."
- Use repeated reading to work on accuracy, fluency, and prosody.

When using DECODABLE Text

- Reinforce phonics rules that have been taught.
- Read text with accuracy and increasing ease.
- Increase accuracy with sight words that have been taught.
- Ask questions that promote "thinking while reading."
- Use repeated reading to work on accuracy, fluency, and prosody.

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Step 6: Read Aloud

When Using Decodable Text

The Hawk

It was just after the thaw that I got up at dawn and set out to catch a look at a red-tail hawk that had been seen on the bluff. The hawk had been seen soaring on top of the tall trees up on the slope. With my iPad in hand and my jaw set to the task, I made my way to the cliffs to see if I could spy that red-tail. For a long time, I had been wishing that a red-tail would fly my way, and I felt that today was the day.

Sondy System 1 Readers, Level 33

Build fluency and confidence with text the student can decode with accuracy & increasing ease.

What word or phrase can you use to describe the author's task?

What does the author want to do?

Read a sentence that shows what time of day it is.

In the third sentence, which word means to see?

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Step 6: Read Aloud

Building Multiple Skills

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

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

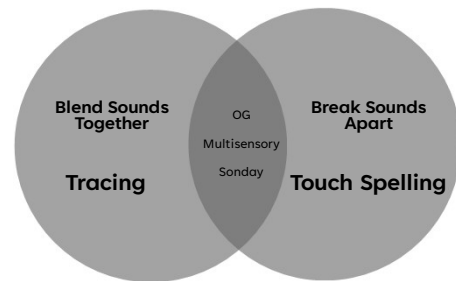
Quoted in Words: Imagine Experiences for Teachers by Louisa Cook Maugh

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Reading

Spelling



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Knowing When to Reteach a Level

- Many students need more than one day mastering a concept. **Repetition matters.**
- Mastery is established when students can **read** and **spell** words accurately matching sounds.
- Use the **Mastery Check** criteria as a gauge.
 - Read words with 90% accuracy and relative ease (rate)
 - Spell words with 85% accuracy rate
- When reteaching, directly reteach the sound(s). Ask students to trace the sound multiple times.
 - Locks learning into long term memory
 - Overlearn to the automatic level

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Pacing

In the lesson and within each section

Dictated by student need and success-

Go as fast as possible
BUT
as slowly as necessary!

On-going data collection

- Mastery Checks after every 3rd level
 - Read Words
 - Spell Words

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Mastery Check for Reading

pg. 48

- After every 3rd level, 1-1
- Document
 - Time it took to read all 20 words
 - Number of words read correctly
- Mastery
 - All 20 words read in 30 seconds
 - 90% accuracy
- Not mastered?
 - Didn't pass the timing component
 - **Fluency** issue
 - Didn't pass the accuracy rate
 - **Phonics** issue

Mastery Check for Reading Use after Level 6

Using the Sounding System 2 Learning Map format, administer the Mastery Check for reading in 1-1 READ SESSIONS. Have the learner read the words aloud. Time taken: 30 seconds with individual accommodations. Please Note: 90% of the words are read accurately, have 2 more accuracy and administer Form B during the third session. Administer Form B until 90 accuracy has been reached and the learner reaches 90% accuracy.

Form A

about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about

Form B

about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about

Count the number of words correctly read and multiply by 5 to obtain the percentage correct, or use the conversion table below.

Are students tracing without prompts?

Mastery Check for Spelling

pg. 49

- Administered to the whole group after every 3rd level
- Document
 - # of words spelled correctly
- Mastery
 - 17 out of 20 words
 - 85% accuracy rate or higher
- Did not pass?
 - Identify errored sounds
 - Reteach the level immediately preceding the Mastery Check for cumulative review
 - Reassess after at least 4 full sessions have occurred

Mastery Check for Spelling Use after Level 6

Dictate the following words, reading down the columns. Repeat words if necessary, but do not use the words in a sentence. The goal is to determine what has been learned and how well the learner can spell independently.

about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about

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

If 17 of the 20 words have been correctly spelled, proceed to the next level. If 4 or more words are misspelled, categorize the errors in the columns below by marking the letter or letters which represent the correct spelling. For example:

about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about
about	about	about	about

Are students Touch Spelling when needed?

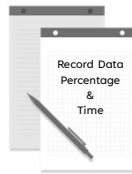
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Mastery Checks

Assessment occurs *within* the Lesson Plan

- STEP 1:** Read Sounds
- STEP 2:** Spell Sounds
- STEP 3:** Read Words
- Mastery Check for Reading (individual)
 - 90% Accuracy / 30 seconds
- STEP 4:** Spell Words
- Mastery Check for Spelling (whole group)
 - 85% Accuracy / No Time Limit
- STEP 5:** NO NEW MATERIAL
- STEP 6:** Read Aloud



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Sonday System Non-negotiables

What is fidelity?

When a lesson is conducted:

- ALL 6 steps are incorporated using the specified time limits
 - ✓ Correct errors right away with multisensory, eliciting techniques
- Multisensory strategies are consistently utilized for support and with errors
 - ✓ Tracing when reading
 - ✓ Touch Spelling/segmenting when spelling words
- A new page in the Student Notebook is used for each lesson
- Move the student group ahead when all students have passed the Mastery Check for both Reading (accuracy and timing) and Spelling (accuracy rate only)

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Data Drives Instruction

SONDAY SYSTEM - Student Notebook

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

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Science of Reading Warm Up & Cool Down Optional Activities

2-10 minute activities done before and/or after the Sounding System lesson to provide additional support for areas of concern.

General Areas Covered throughout the Lessons include:



- Vocabulary
- Comprehension
- Articulation
- Fluency
- Prosody
- Pragmatics
- Morphology
- Phonological and Phonemic Awareness

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Message from Arlene Sondag

- When reading and spelling are taught together progress is faster, learning is more secure, and the student becomes a writer as well as a reader.
- **Spelling is the magic** that locks learning into long-term memory. It offers an opportunity for **kinesthetic/tactile practice** through tracing and writing and it provides immediate diagnostic information regarding which sounds, rules, and concepts have been learned.
- Short-term memory difficulties disappear, and **success is assured**.

Arlene Sondag, Author

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Kids are worth whatever it takes!!

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Good Morning and Welcome!!!

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For today's training, please complete the following tasks:

1. Take one set of the handouts
2. Grab one dry erase board marker and eraser (if the marker doesn't have one)
3. Scan the QR code to sign in for today!

Training Record Sign In



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