Why Students Struggle: Perception vs. Reality
Providers of
Scientifically-based
Instructional Materials and
Professional Development.
• Publisher of the Sonday System Product Line: A multisensory approach to literacy.

• Expert professional development provider, supporting the use of the Sonday System products.
Anatomy of Perception

- States Test for Vocabulary and Comprehension.

- Some students score low on State Vocabulary and Comprehension Tests.

- Problem was assumed to be in Vocabulary and Comprehension.
Perception & Consequence

- Struggling Students need more instruction in Vocabulary and Comprehension Strategies.

- As a result, teachers have been well trained in Vocabulary and Comprehension Strategies and are able to teach them well.
Reality

- Struggling Readers are deficient in the underpinnings of Vocabulary and Comprehension.

- Source: National Reading Panel
Underpinnings

- Phonological Awareness
- Phonics
- Automaticity
- Fluency

Each of these skills need to be in place for students to reach their full potential in Vocabulary and Comprehension.

Source: National Reading Panel
More Fluent Readers

- Focus their attention on making connections between the ideas in the text and their background knowledge. Therefore, they are able to focus on comprehension.

Source: National Reading Panel

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Less Fluent Readers

- Must focus their attention primarily on decoding individual words. Therefore, little attention is left for comprehending the text.

Source: National Reading Panel

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The Goal: Independent Comprehending Readers with Underpinnings Secure

- Teachers are comfortable teaching Vocabulary and Comprehension skills.
- Teachers are less comfortable teaching the underpinning skills.
Solution: Sonday System

- Has built-in template for teaching underpinning skills (PA, Phonics, Automaticity, Fluency).

- Provides time in the lesson plan for Vocabulary and Comprehension practice.
The Template: 6 Steps

1. Read Sounds
2. Spell Sounds
3. Read Words
4. Spell Words
5. Introduce New Material
6. Read Aloud

Teach Underpinnings
Teach New Material
Apply & Practice what’s been learned

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Template: Read Sounds

Phonics

Automaticity (quickly & accurately)

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Template: Spell Sounds

- Dictate the following sounds, one at a time. Dictate short vowel sounds.
  - id u r o p a x
- Learner repeats the sound.
- Learner writes the letter on paper or in the sand tray.

Questions to Ask the Learner:
- How do you write long /a/ at the end of a word? (Answer: ay)
- What are two ways to write /k/? (Answer: c, k)

Ball Toss Game:
- Say a word while you toss or roll a Nerf Ball to the Learner. Learner returns it while repeating just the middle or vowel sound of the word.
  - Example: Throw the ball and say “hal” Learner returns it and says, “/a/”
- For a list of words, see Word Book, page 14.

Phonemic Awareness
Phonics
Template: Read Words

Phonics
- Blend known sounds into words automatically

Automaticity
- Response is quick & accurate

Vocabulary
- Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)

Comprehension
- Practice at word level
  - Eases transition to sentence level.

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

1. Word Cards, short u (yellow)
2. Word Book, page 10, ay
3. Word Cards, short a, i, o, u (pink, blue and green, mixed)
5. Word Book, page 14, Review a, i, o, u.

REMINDER
- Practicing words over and over builds fluency.

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Template: Spell Words

Phonemic Awareness

Phonics

Fluency
Read and write sentences with prosody (intonation, chunking, phrasing, quick & accurate)

Vocabulary
Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)

Comprehension
Practice at sentence level eases transition to book level.

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Template:

Steps 1-4 in Lesson Plan repeated

Phonemic Awareness

Phonics

Automaticity (leads to fluency)

Vocabulary

Comprehension

1. Introduce New Sight Words
   - Teach the following Sight Words, one in each Session.
   - These words cannot be sounded out and need to be memorized.
   - Card: Sight Word Cards 6-8 1 of and

2. Introduce New Sound
   - Show the Card and say the sound.
   - Learner repeats the sound and traces it in the sand tray.
   - Card: Sound Card 24  ee look as in deep
   - Rule: ee is the first choice for the long sound of e in the middle of a word.
   - Learner reads words from the Word Book, page 15.
   - Dictate the following words.
   - Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.
   - Learner reads the list of words just written.
   - After teaching the sound, enter some of the words above in the blank spaces of Spell Words.

Correcting Spelling Errors
   - Use questions to help Learner self correct when spelling errors are made.
   - When feed is spelled as fed, ask, “What is the vowel sound?”
   - “How do you spell feed?”
   - Learner corrects the misspelled word so it is correctly spelled twice.

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Template: Read Aloud
Time in lesson for Comprehension and Vocabulary Practice

Phonemic Awareness
Blend sounds to pronounce words

Phonics
Apply rules to read words automatically

Fluency
Read with prosody to show meaning

Vocabulary
Direct & Indirect Instruction (check for definitions, context, multiple meanings, etc.)

Comprehension
All underpinning skills in place allows freedom for comprehension at text level.

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Successful Models Include:

- Quality Core Program.
- Intervention Instruction in small groups.
- Intensive Intervention for small percentage who need it.
- Tools to implement intervention.
- Enhanced Teacher skills to implement model.
# Successful: 3 Tier Reading Model

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
<td>Core Instruction: Quality reading instruction based on SBRR for all students. Reduces the number of students at-risk for reading problems.</td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
<td>Supplemental Intervention: Small group instruction. Addresses essential reading skills for students not making adequate progress with core reading program. Reduces the number of students in need of intensive intervention.</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td>Intensive Intervention: Small Group and One-to-One Instruction. Increases intensity and duration for students showing a lack of adequate progress in Tiers 1 and 2.</td>
</tr>
</tbody>
</table>

**CBM Progress Monitoring between all tiers**

**IF PROGRESS IS INADEQUATE, MOVE TO THE NEXT LEVEL.**

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Tier 1
Core Instruction

Schools using Sonday System as a supplement to a Core reading program in Grades K-6 have greatly reduced referrals to Special Education in the higher grades. Multisensory teaching methods prevent the need for additional support in TIERs 2 & 3.

Tier 2
Supplemental Intervention

The Sonday System shines in TIER 2. Teachers, Paraprofessionals, and Tutors are trained to work with small groups to enhance basic skills that promote fluency and comprehension growth.

Tier 3
Intensive Intervention

The Sonday System is highly effective in TIER 3. Intense Intervention is the setting in which the Sonday methods were perfected. Teachers and Tutors are provided the tools and training to increase student achievement by applying diagnostic reading methods in their classroom. Progress monitoring tracks student progress.

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The Sonday System is:

- Ideally suited for small group instruction
- Systematic, explicit, sequential and cumulative
- Uses multisensory practice to cement learning into long-term memory
- Easy to use – Easy to replicate
- Student driven
- Based on the Orton-Gillingham approach
- Seamless with popular Progress Monitoring Programs (AIMSweb, DIBELS)
Training: On-going Professional Development

- Goal: Practical knowledge of how to apply intervention in small groups.

- Every teacher will be shown how to:
  - Use, with fidelity, the Sunday System, a scientifically based literacy program.
  - Incorporate best practices into each lesson, increasing student literacy skills.
Winsor Learning: Proven Successful Training Model

1st year of training:

- Initial training
- On-going in classroom coaching
- Online support
- Phone consultation
- Reporting to school/district administration
- Progress monitoring integration
Results: We Partner with your District Goals

Your Goal:
Reduce % of referrals to Special Education

- South Alleghany 38% percent referrals to special education in 2002-2003 in grades k-3. After one year of the Winsor Learning / Sunday System program, 3% referral rate to special education in 2003-2004.

Implement Response to Intervention
- Allentown Public Schools – Significant gains with DIBELS

Core Special Education Program
- Caldwell County – 28% Average Gain in Reading Grades 1-5
Be The Next Successful Model

- Winsor Learning has helped 1000’s of schools achieve their academic goals.

- You can be the one that makes the difference.
- Contact Us
- 1-800-321-7585
- www.winsorlearning.com