

# The Sondag System 1® Implementation Checklist

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

|                      |   |     |    |
|----------------------|---|-----|----|
| <b>① Read Sounds</b> | The goal is automaticity. Are students rapidly going through the card pack?                       | Yes | No |
|                      | If there is an error, are you facilitating TRACING with ALL students?                             | Yes | No |
|                      | Are you listening to the students' pronunciation and correcting their pronunciation if necessary? | Yes | No |

|                       |  |     |    |
|-----------------------|--|-----|----|
| <b>② Spell Sounds</b> | Are you able to get through all three activities (Spell Sounds, Ask Questions of Learner and Ball Toss) in the two minutes allowed?  | Yes | No |
|                       | Correcting errors:<br>Do the students cross out the letter, not erase the letter, and rewrite the correct letter 2-3 times?  | Yes | No |
|                       | If an error occurs, are you saying: "Someone wrote /_____/ . I wanted /_____/ ." Remember: You repeat the sound the student wrote, then you repeat the sound you originally dictated. Example: "Someone wrote /i/ and I wanted /e/. Everyone check your paper. If you have anything but /e/ cross it off. Everyone, let's write /e/ 2 more times." | Yes | No |
|                       | Does each student write the correct letter on the line in their Student Notebook?  | Yes | No |

|                     |  |     |    |
|---------------------|--|-----|----|
| <b>③ Read Words</b> | Pace: The goal is to balance pushing the pace while not going too fast. Student responses should be accurate and automatic. Are students reading word cards, word lists, phrases, or fluency pages quickly and accurately? | Yes | No |
|                     | For reading errors, are you having the students trace with two (2) fingers of the writing hand, sound out each letter in the word, and then having the students blend the sounds together to read the whole word?          | Yes | No |
|                     | Correcting Errors: Are you asking eliciting questions in order for the students to respond correctly?  | Yes | No |
|                     | Are you timing students to assess automaticity?  | Yes | No |
|                     | With the whole group, did you use vocabulary strategies to demonstrate meaning for one to three (1 to 3) words?  | Yes | No |

Total for Page 1 Yes \_\_\_\_\_ No \_\_\_\_\_

Continue Checklist on Page 2



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|                      |   |     |    |
|----------------------|---|-----|----|
| <b>④ Spell Words</b> | Are you Touch Spelling each dictated word with the students?  | Yes | No |
|                      | Do you use eliciting questions to facilitate error correction with words?   | Yes | No |
|                      | Do the students cross out the error and rewrite the whole word correctly 2-3 times?                                     | Yes | No |
|                      | Do you use grammatical teaching strategies to correct sentence errors? (i.e.: capitalization, punctuation and spelling) | Yes | No |
|                      | Do you have your students read back the words and sentences just written using proper chunking or phrasing?             | Yes | No |

|                                 |   |     |    |
|---------------------------------|---|-----|----|
| <b>⑤ Introduce New Material</b> | Are you introducing the new skill or the new sight word in a multisensory manner by going from gross to fine motor?                           | Yes | No |
|                                 | Are you introducing only one skill at a time and teaching it to mastery before moving on to a new skill?                                      | Yes | No |
|                                 | Did you introduce the new rule (or sight word) by emphasizing and repeating the rule (or sight word) when reading and spelling the new words? | Yes | No |

|                     |   |     |    |
|---------------------|---|-----|----|
| <b>⑥ Read Aloud</b> | Did you use one (1) or more comprehension strategies before, during, and after student reading? | Yes | No |
|                     | Did you incorporate vocabulary?   | Yes | No |
|                     | Are the students reading appropriate level books?   | Yes | No |

Total for Page 2    Yes \_\_\_\_\_    No \_\_\_\_\_

Total for Page 1    Yes \_\_\_\_\_    No \_\_\_\_\_

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Checklist Total    Yes \_\_\_\_\_    No \_\_\_\_\_

## Assessment Usage

What assessments or Curriculum Based Measurement (CBM) tools did you use to group students? \_\_\_\_\_

How did you determine which students would receive intervention? \_\_\_\_\_