

# The Sondag System 1® Implementation Checklist

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

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

## ① Read Sounds

The goal is automaticity. Are students rapidly going through the card pack? Yes No

Are you listening to the students' pronunciation and correcting their pronunciation if necessary? Yes No

If there is an error, are you facilitating TRACING with ALL students? Yes No

## ② Spell Sounds

Are you able to get through all activities (Spell Sounds, Questions To Ask The Learner, Ball Toss) in the two minutes allowed? Yes No

Does each student write the sound in their Student Notebook? Yes No

**Correcting Errors:** Do the students cross out their error, not erase, and rewrite the correct sound 2-3 times? Yes No

If an error occurs, are you saying: "I see /\_\_\_/. I wanted /\_\_\_/." Remember: You repeat the sound the student wrote, then you repeat the sound you originally dictated. Yes No

**Example:** "I see /i/ and I wanted /e/. Everyone check your paper. If you have anything but /e/, cross it off. Everyone, let's write /e/ 2-3 more times."

## ③ Read Words

**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

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, not erase, 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 sentence(s) just written using proper chunking or phrasing?	Yes	No

<b>⑤ Introduce New Material</b>	Are you introducing the new sound, rule, or concept in a multisensory manner by going from gross to fine motor?	Yes	No
	Are you introducing one new sound, rule, or concept at a time and teaching it to <b>mastery?</b> before moving on to next new sound, rule or concept?	Yes	No
	Did you emphasize and repeat the new sound, rule, or concept when reading <u>and</u> 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? \_\_\_\_\_

\_\_\_\_\_