

# Sonday System Implementation Checklist

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

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

**1 READ SOUNDS** Pace: The goal is rapid response to each card. 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

**2 SPELL SOUNDS** 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: Do the students cross out the letter, not erase the letter? Yes No  
 Does each student trace the letter sound(s) with two (2) fingers of the writing hand? Yes No  
 Does each student write the correct letter on the line? Yes No

**3 READ WORDS** Pace: The goal is to balance pushing the pace while not going too fast. Student response should be accurate, quick, and with prosody. Are students rapidly and accurately reading word cards, word lists, phrases, sentences, or fluency pages? Yes No  
 Correcting Errors: Are you asking eliciting questions in order for the student to respond correctly? Yes No  
 Are you having the students trace with two (2) fingers of the writing hand, sound out each letter in the word, and then have the students blend the sounds together to read the whole word? Yes No  
 With the whole group, did you use vocabulary strategies to demonstrate meaning for 1-5 words? Yes No

**4 SPELL WORDS** Are you Touchspelling each dictated word with 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? 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 re-read the words and sentences just written using proper chunking or phrasing? Yes No

**5 INTRODUCE NEW MATERIAL** Did you introduce the new rule (or sight word) by emphasizing and repeating the rule (or sight word) and then have the students apply the new rule (or sight word) when reading and spelling the new words? Yes No

**6 READ ALOUD** Did you use one (1) or more comprehension strategies before, during, and after student reading? Yes No  
 Are the students reading appropriate level book(s)? 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? \_\_\_\_\_

**Total** Yes \_\_\_\_\_ No \_\_\_\_\_