

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Imagine Sonday System 1, 13th Edition, 2024

VENDOR

Imagine Learning LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

www.imaginelearning.com

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Imagine Sondag System 1

PROGRAM SPECIFIC WEBSITE

<https://www.imaginelearning.com/products/special-education/sondag-system/#sonday-system-1>

PROGRAM OVERVIEW

Imagine Sondag System® 1 is a Tier 2 and Tier 3 intervention program providing multisensory-based Orton-Gillingham instruction to a group of 1 to 6 students in a 35-minute lesson. The content is appropriate for beginning readers to 2nd-grade-stage students. Skills are taught systematically from simple to complex and from most common to least common in English, a key Orton-Gillingham principle. Instruction starts with phonological and phonemic awareness, alphabetic knowledge, and letter formation, moving to phoneme-grapheme correspondences and the phonetic code, then building to syllable types, syllable division, and affixes. Cumulative review of taught material provides additional repetition necessary for students with dyslexia to move information to long-term memory.

The five fundamental components of reading are phonemic awareness, phonics, fluency, vocabulary, and comprehension. Of these, Sondag System 1 primarily addresses the following:

Phonemic awareness - the ability to consciously analyze, identify, and manipulate the smallest units of sound within a word

Phonics - a system of instruction leading to automatic correlation of sounds with letters and/or spelling patterns

Fluency - reading with appropriate speed, accuracy, automaticity, and prosody (expression and phrasing)

Imagine Sondag System 1 addresses these components through multisensory instruction and systematic review to promote long term accuracy and automaticity. Each component is addressed in every lesson, at every level of the program (see below for details). The components are often organically intertwined, as the skills complement and build on each other.

Vocabulary and Comprehension are addressed through the fully decodable Sondag System 1 Readers, which include pre-post vocabulary and comprehension questions.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Imagine Sondag System is based on the Orton-Gillingham approach, a multisensory technique for teaching reading and spelling simultaneously. Orton-Gillingham, created for students with dyslexia, is the best researched methodology for teaching reading and spelling. Due to its success, it is the foundation from which Structured Literacy is developed.

In alignment with Orton-Gillingham and the science of reading, Sondag System lessons include systematic review of previous content with repetition to build accuracy and automaticity. Multisensory components are incorporated to create and strengthen neural pathways through large and fine motor movements and/or the use of objects to represent sounds in our language. The scope and sequence progress from simple to complex, following the recommended sequence of sounds outlined by Orton-Gillingham.

Sondag System materials are written by Arlene Sondag, the founding fellow and first president of the Orton-Gillingham Academy. The curriculum was written for teachers to implement Orton-Gillingham lessons either 1:1 or in a small group setting. Instruction is direct, explicit, and multisensory driven. Attention to detail is evident within every lesson, supporting teachers in diagnostic and prescriptive decision-making with error correction in reading and spelling.

Sondag System 1 primarily focuses on three of the five essential components of reading identified by the National Reading Panel: phonemic awareness, phonics, and fluency. The methodology is stage-based, not age-based, as learning to read requires readiness skills prior to decoding and encoding. Formal and informal assessments identify where to begin in the curriculum, ensuring students are starting at their highest level of cognitive learning and building from there. Instructional routines are consistent, allowing teachers to focus on student proficiency.

The Sondag System does not support using the three cueing systems model of reading. The program focuses on decodability based on phonics skills, not guesswork. Multisensory practice—seeing, hearing, feeling—cements sound-symbol connections.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

In-person trainings are provided to offer guidance on how teachers can best implement the Sondag System® in their individual classrooms. These trainings include best practices for use of digital materials for different classroom settings and individual student needs, teaching strategies to engage diverse students, and guidance on how to use kinesthetic learning techniques with the curriculum.

The Learning Plan Books offers explicit instruction for when to use kinesthetic techniques such as tracing and Touch Spelling (phonetic segmentation on fingers) throughout each lesson. These techniques make the lessons more accessible, but are designed for use with all students, regardless of ability.