imagine
sonday system

Imagine Sonday System Logic Model

Imagine Sonday System is a robust line of digital and print materials designed to help educators provide multisensory reading instruction to students reading at pre-K to 8th-grade levels for Tier 1, 2, and 3. Using the proven Orton-Gillingham methods, Imagine Sonday System helps teachers identify, intervene with, and help students catch up with their peers. The programs can be used in whole-class implementations (Tier 1) but are particularly designed to support intervention for students not at grade level (Tier 2), and students with dyslexia, in special education, or English language learner programs (Tier 3).

The logic model below provides a conceptual model of how the Imagine Sonday System is intended to work, the resources required to make it effective, and the outcomes that teachers can expect students to demonstrate.

Program Inputs

IMAGINE SONDAY SYSTEM

- A robust line of print and digital materials comprising four systems (LPL, SS1, SS2, SSE) that provide instruction at preschool through 8th grade skill level
  - Let's Play Learn (LPL) covers necessary skills to develop a strong reading foundation and prevent reading difficulties. It is used as a core preschool curriculum or as a stage-based intervention for those who need to strengthen pre-reading skills. *(Offered as a print kit only.)*
  - Sonday System 1 (SS1) and Sonday System 2 (SS2) offer stage-based reading intervention. *(Assessments and progress monitoring included and offered as part of the print kit and digital platform.)*
  - Sonday System Essentials (SSE) digital platform offers research-based multisensory, whole-group phonics instruction. Data monitoring capabilities help instructors quickly identify students who could benefit from reading intervention.

- Opportunities for one-on-one and small group intervention, whole class lessons, and digital access to bonus content
- Content that ranges from reading readiness skills to 8th-grade reading levels
- Assessments for student placement and progress monitoring
- MTSS/RTI models for all tiers
- Science of Reading Teaching Guide and corresponding Student Resources, which provide the latest, up-to-date research on reading instruction

Program Inputs (continued)

Imagine Sonday System	LPL	1	2	E
One-On-One Intervention	✓	✓	✓	
Small Group Intervention	✓	✓	✓	
Whole Class Lessons	✓			✓
💻 Digital		✓	✓	✓
Pre-Reading (Reading Readiness Skills)	✓			✓
Beginning Reading (K–2 Reading Levels)		✓		✓
Intermediate Readers (3–8 Reading Levels)			✓	✓
Placement		✓	✓	
Assessment	✓	✓	✓	✓
MTSS / RTI	All Tiers	Tiers 2 & 3	Tiers 2 & 3	Tier 1

IMAGINE LEARNING
- Initial onboarding and ongoing implementation support
- Professional development and coaching for educational staff
- Customer support to troubleshoot immediate issues
- Access to experts who have experience implementing the curriculum in school districts across the country and an online community that includes on-demand webinars, peer-to-peer networking, and live events

DISTRICT
- If using digital resources, networked computers with proper memory
- Adequate classroom or intervention space
- School implementation plan

Classroom Activities

STUDENT ACTIVITIES

- Let's Play Learn
  - Participation in 15–30-minute sessions, five times per week in either teacher-led small group or whole class environments
  - Participation in monitored student stations and activity pages for ample review and practice
  - Consistent use of multisensory strategies and all sensory pathways when completing lessons
- Sonday System 1 and 2
  - Participation in 35-minute small group sessions, at least three times per week for students working below grade level and 4–5 times per week for intensive intervention
  - Completion of a page in the Student Notebook for each lesson
  - Completion of a 6-step lesson plan including error correction routines both orally and in Student Notebook
  - Consistent use of multisensory strategies for support and to address errors, including tracing when reading and Touch Spelling when spelling words
  - Completion of pre-and post-assessments, Mastery Checks, and placement tests administered throughout the school year

- Sonday System Essentials
  - Participation in 20–25-minute sessions daily with whole classroom
  - Completion of a page in the Student Notebook for each lesson
  - Participation in 5-step lesson plan including error correction routines both orally and in Student Notebook
  - Consistent use of multisensory strategies such as tracing when reading and Touch Spelling when spelling words
  - Completion of Mastery Checks administered throughout the school year

INSTRUCTOR ACTIVITIES

- Prepare to implement Imagine Sonday System by completing all professional development sessions
- Incorporate all steps of a lesson and follow the included pacing recommendations
- Incorporate multisensory instruction components throughout lessons and error corrections
- Incorporate Science of Reading Warm Up and Cool Down activities as needed for SS1 and SS2
- Monitor Student Notebook data to inform instruction
- Administer entry tests or placement tests at the beginning of the school year and optionally utilize pre/post-tests to measure student growth
- Regularly administer Mastery Checks to monitor student achievement and make informed decisions about progression through the program

Outputs

STUDENT OUTPUTS

- Let's Play Learn:
  - Observed participation in all lesson steps
  - Completed monitored student workstation activities
- Sonday System 1 and 2:
  - Observed participation in all steps of assigned lessons with evidence of a completed Student Notebook page
  - Evidence of error correction routine in the Student Notebook
  - Demonstrated growth, as reflected by pre- and post-assessments, Mastery Checks, and placement tests administered throughout the school year
- Sonday System Essentials:
  - Observed participation in all steps of assigned lessons with evidence of a completed Student Notebook page
  - Evidence of error correction routine in the Student Notebook
  - Demonstrated growth, as reflected by Mastery Checks administered throughout the school year
- Observed participation in multisensory instructional components throughout lessons and error corrections
- Observed application of skills when reading for comprehension and spelling when writing independently

INSTRUCTOR OUTPUTS

- Utilized data from Student Notebooks, assessments (entry tests or placement tests at the beginning of the school year and optionally utilize pre/post-tests) and Mastery Checks to measure student growth and make informed decisions about when to reteach lessons
- Gained a strong understanding of student competencies, strengths, and areas for improvement through observation and implementation of instructor activities

Outcomes

SHORT-TERM

- Let's Play Learn: Growing automaticity of phonemic awareness, letter formation, phonics for all alphabet letters, and fluency via rapid automatic naming
- Sonday System 1: Increased utilization of common English codes to read and spell single syllable words progressing into multisyllabic words to support reading comprehension and written expression across grade-level content
- Sonday System 2: Increased fluency in the use of complex English codes, morphemes, and Greek/Latin roots to read and spell multisyllabic words supporting reading comprehension and written expression across grade-level content
- Sonday System Essentials: Students strengthen and increasingly generalize grade-level literacy skills to enhance reading and spelling
- Overall:
  - Improved student engagement in classroom content
  - Increased participation in Tier 1 or universal classroom supports and instruction, particularly for English language learners and special education populations
  - Improved reading proficiency scores as reflected by post-assessments and as measured by district and/or state reading assessments
  - Increased self-agency and advocacy, particularly for English language learner and special education populations
  - Grade promotion and retention

LONG-TERM

- Increased student literacy confidence across academic domains and life opportunities
- Improved achievement on external reading formative and summative district and/or state assessments
- Increased graduation rates
- Increased performance in later grades
- College and career readiness as measured by factors such as increased enrollment in post-secondary education or successful transition to work
- Secure, independent skill application to support personal knowledge and access equitable opportunities

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