

Overview of the Slant System™ Teaching Sequence

Stage 1

- All single consonants
- Short vowels
- Digraphs
- -ss, -ll, -ff, -zz
- -ck
- 's' ending
- Compound words in CVC/CVC pattern ('hotdog')

Stage 2

- VC/CV syllable division
- Consonant blends (beginning & ending)
- Sticky Sounds (-ng, -nk)
- Suffixes -ing, -ed

Stage 3

- Open syllable vowels
- V/CV syllable division ('robot')
- VC/V syllable division ('robin')
- 'y' as a vowel
- Silent 'e' syllables

Stage 4

- Vowel teams
- -tch
- R-controlled vowels

Stage 5

- Diphthongs
- Soft c & g
- Common suffixes
- Doubling rule for one-syllable words
- -dge

Stage 6

- Diphthongs, cont'd
- Closed syllable prefixes
- Open syllable prefixes
- Accent & Schwa
- -tion, -sion
- Schwa endings (-et, -en, -al)

Stage 7

- Consonant -le syllable
- Less common diphthongs
- Less common vowel teams
- V/V syllable division
- Silent letter combinations
- Silent 'e' spelling rule
- Less common suffixes
- 'y' spelling rule
- Doubling rule for multisyllabic words
- Advanced letter/sound relationships
- Unusual r-controlled vowel combinations
- Advanced prefixes
- Advanced suffixes
- Spelling guidelines for similarly sounding suffixes

Stage 1

Teaching Sequence

Unit	Letter / Sound Relationships	Gotta Know Words	Language Concepts	Spelling Rules
1-1	a /ă/ (apple) b f m p s t	a the	consonants / vowels	
1-2	c (cat)	and	sentence	
1-3	n	is	beginning / ending sentence punctuation	
1-4	review			
2-1	g (goat)	has I		
2-2	d	he his		
2-3	i /ī/ (igloo)	as		
2-4	review			
3-1	h l	to	syllable	
3-2	o /ō/ (octopus)			
3-3	review			
4-1	j k	of		c, k generalization
4-2	r			
4-3	sh	she	consonant digraph	

Keywords are listed here for vowels and possibly confusing sounds only. All other keywords can be found on the backs of the cards in the Slant System™ Slant Pack™.

Stage 1

Teaching Sequence

Unit	Letter / Sound Relationships	Gotta Know Words	Language Concepts	Spelling Rules
4-4	u /ŭ/ (umbrella)	was		
4-5	ch (chin)			
4-6	review			
5-1	e /ĕ/ (echo)	for	short vowel sound	
5-2	th (thin) th (this)	are	voiced/unvoiced sound	
5-3	w wh	put what		
5-4	v y (yes) z	have you	closed syllable	
5-5	review			
6-1				f, l, s, z rule
6-2	x (box)			
6-3	qu (queen)			
6-4	-ck			-ck rule
6-5	review			
7-1			's' ending plurals, present tense	
7-2			Hotdog / compound words	
	Stage 1 Review			

Stage 1 Language Concepts

The following Language Concepts are presented in Stage 1 and listed here in the order in which they are taught. See the “Teaching Sequence” for the unit in which each concept is presented.

Consonant - A consonant is a phoneme (speech sound) in which the air flow is blocked by the lips, teeth, tongue, throat. Examples: /k/, /f/, /s/

Vowel - A vowel is a phoneme (speech sound) in which the air flow is not blocked during production. Examples: /ă/, /ē/, /ow/

Sentence - A sentence tells a complete thought. Every sentence must have both a “who” or a “what” word, and a “doing” word.

Beginning and Ending Sentence Punctuation - Every sentence must begin with a capital letter and end with a period, question mark, or exclamation point. Periods are used for sentences that “tell us something”, question marks are used for sentences that “ask us something”, and exclamation points are used to tell us something is exciting.

Syllable - A syllable is a word or a piece of a word with a vowel that “talks” (makes a sound).

Consonant Digraph - A digraph is two consonants next to each other making a new and different sound (sh, th, ch).

Short Vowel Sound - A short vowel sound is the most common sound for a vowel. It is when the vowel doesn’t say its name. It is found in closed syllables.

Voiced and Unvoiced Sounds - A voiced sound is produced while engaging the vocal cords, causing a vibration. An unvoiced sound is produced with air passing over the vocal cords, and does not cause a vibration. You can have your students say individual consonant or vowel sounds with their hand on their throat. If they feel a vibration while saying the sound, that is a voiced sound. If there is no vibration while saying the sound, that is an unvoiced sound. Examples of unvoiced sounds: /p/ /t/ /k/ /f/ /th/ like thin, /s/ /sh/ /h/ /ch/ like chip. All other consonant sounds and vowel sounds are voiced.

Closed Syllable - A closed syllable is a syllable with a single vowel, ending in one or more consonants and the vowel makes its short sound (cat, slip, land).

Stage 1 Language Concepts (Cont.)

Plural ('s' ending) - A plural means more than one. It is usually represented by adding an s to base word. (cat / cats, rock / rocks)

Present Tense ('s' ending) - Present tense means an action is “happening now”. It is usually represented by adding an s to the action word (verb). (run / runs, sit / sits)

Compound Word / Hotdog Word - A compound word (also called a “hotdog” word) is a word made up of two smaller words (sunset, bathtub). In Stage 1, these words will contain two closed syllable words. In later stages, compound words may contain other types of syllables, for example ‘rainbow’.

Stage 1 Spelling Rules or Generalizations

The following Spelling Rules or Generalizations are presented in Stage 1 and listed here in the order in which they are taught. See the “Teaching Sequence” for the Unit in which each rule or generalization is presented.

f, l, s, z Rule - On the end of a one-syllable word, right after a short vowel, double the final f, l, s, z for most words. Silly sentence mnemonic: Buzz off Miss Hill. Common exceptions: bus, gas, quiz

c, k Generalization - To spell the /k/ sound , use k if the /k/ sound is followed by the vowels e, i, or y. Use c to spell /k/ if it is followed by any other letter. (kit, cat, clam).

k / ck Generalization - To spell the /k/ sound at the end of a one-syllable word right after a short vowel, use -ck (back, stick). Use k for most other situations on the end of a one-syllable word (desk, milk).

Stage 1 Skills Checklist

Letter Knowledge:

- ☐ Able to say the alphabet in sequence
- ☐ Able to write the alphabet in sequence

Reading Skills:

(At the completion of this Stage, students should demonstrate the following abilities with 80% - 90% accuracy)

- ☐ Read one syllable words made up of Stage 1 phonograms
- ☐ Read two syllable compound words in VC/CV pattern ('sunset', 'hatpin')

Spelling Skills:

(At the completion of this Stage, students should demonstrate the following abilities with 75% - 85% accuracy)

- ☐ Spell one syllable words with up to 3 sounds using Stage 1 phonograms
- ☐ Spell two syllable compound words in VC/CV pattern ('sunset' 'hatpin')
- ☐ Spell words using the f-l-s-z rule
- ☐ Spell words using the c / k rule
- ☐ Spell words using the -ck rule
- ☐ Write a complete sentence
- ☐ Use a capital letter to begin a sentence
- ☐ Use correct punctuation to end a sentence

Language Concepts:

- | | |
|------------------------------------|--|
| <input type="checkbox"/> consonant | <input type="checkbox"/> digraph |
| <input type="checkbox"/> vowel | <input type="checkbox"/> short vowel sound |
| <input type="checkbox"/> sentence | <input type="checkbox"/> closed syllable |
| <input type="checkbox"/> capital | <input type="checkbox"/> plural |
| <input type="checkbox"/> period | <input type="checkbox"/> present tense |
| <input type="checkbox"/> syllable | <input type="checkbox"/> compound word |

Syllable Division:

- ☐ VC|CV (compound words) hot/dog

Gotta Know Words:

- ☐ a, the, and, is, has, I, he, his, as, to, of, she, was, for, are, put, what, have, you