

The Slant System™ 3-Step Drill

The 3-Step Drill is a multimodal activity used to reinforce foundational literacy skills, particularly effective for those with dyslexia or other language-based learning differences. As one part of a traditional Orton-Gillingham lesson, the goal of the drill is to develop automaticity in reading and spelling by using repetitive, structured practice of learned phonemes and corresponding grapheme patterns.

Step 1: “Look and Say” Visual Drill

Goal: To strengthen students' ability to recognize letters or letter combinations and associate them with their sounds (instant recognition of graphemes and their associated phonemes).

Routine:

1. The teacher presents a card with a letter or letter combination
2. The student says the corresponding sound(s) aloud. For example, for the card "a," the student might say /ă/ and /ā/ (short and long vowel sounds).
3. If the student struggles, the teacher provides immediate correction and practice.

Step 2: “I Say It, You Say It, Write and Say It” Auditory Drill

Goal: To strengthen the ability to identify and write the letters or letter combinations that correspond to spoken sounds (instant recall of the associated graphemes for phonemes).

Routine:

1. The teacher says a sound aloud (i.e. “I say it, /m/, you say it....”).
2. The student repeats the sounds (/m/) and then simultaneously writes letter/s and says the sound on paper or a whiteboard (/m/ while writing the letter).
3. The teacher provides feedback to ensure accuracy.

The Slant System™ 3-Step Drill

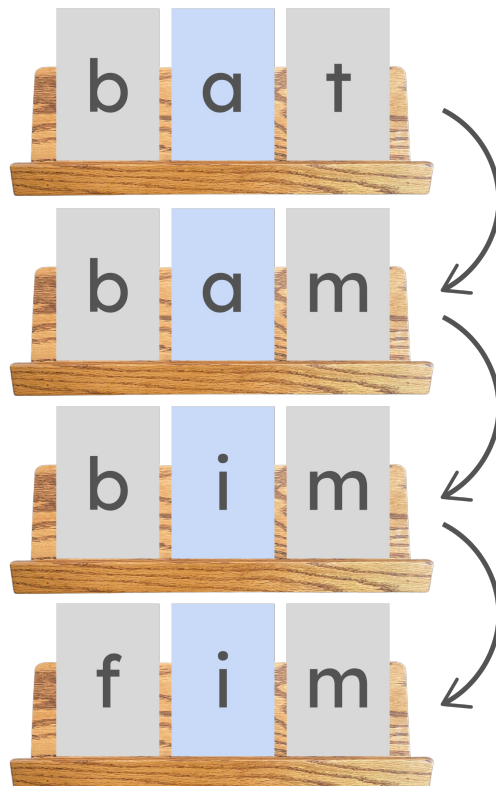
Step 3: “Martian Words” Blending Drill

Goal: To build fluency by blending sounds when presented with randomly generated real and nonsense words.

Routine:

1. The teacher utilizes individual grapheme cards, randomly presenting one-syllable words (can be real or nonsense i.e., “b-a-t”, or “f-i-m”).
2. The student blends the sounds to form a word (i.e., “/bat/” or “/fim/”).
3. The teacher continues by switching one or more graphemes at a time while the student blends each new word.
4. This routine should last approximately 3-5 minutes.

NOTE: Be careful to make sure letter strings follow certain spelling rules (i.e., “k” cannot go before a, o, u, “-ck” is used for the /k/ sound at the end of a 1-syllable short vowel word, and “f, l, s, z” are doubled at the end of a 1-syllable short vowel word).



Grapheme Cards - Stage 1

Printing instructions:

- Print back to back on cardstock beginning with page 3
 - Consonants = light gray
 - Vowels = light blue
- Laminate for durability, then cut
- Print one set for each student group

Key to Card Markings:

// Indicates letter sound

Spelling Choices:

- Cross referenced to other spellings of the same sound
- Listed in the order of frequency

Note: Due to regional differences, some sounds may be pronounced differently than indicated on these cards. Make adjustments as needed.

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For information on training and certification, please contact info@slantssystem.com or visit our website at www.slantssystem.com.

Print the following set of
CONSONANT
cards back-to-back
on light gray cardstock.

Laminate, then cut.

b

f

m

p

s

t

c

n

g

m

Stage 1 /m/ man

Spelling Choices:

/m/ m, -mb, -mn

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f

Stage 1 /f/ fan

-Usually doubled at the end of a one-syllable word after a short vowel: sniff, off

Spelling Choices:

/f/ f, ff, ph

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b

Stage 1 /b/ boy

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t

Stage 1 /t/ tap

Spelling Choices:

/t/ t, -ed

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s

Stage 1 /s/ sun

-Usually doubled at the end of a one-syllable word after a short vowel: miss, pass

3 /z/ is, nose

-s says /z/ usually when between 2 vowels or at the end of many words, especially plurals and possessives

Spelling Choices:

/s/ s, -ss, c, sc

/z/ s, z

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p

Stage 1 /p/ pan

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g

Stage 1 /g/ goat
5 /j/ ginger

-g sometimes makes its soft sound when followed by e, i, or y

Common exceptions:
get, girl, give, geese

Spelling Choices:

/g/ g, gh-
/j/ j, g, -dge

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n

Stage 1 /n/ no

Spelling Choices:

/n/ n, kn, gn

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c

Stage 1 /k/ cat
5 /s/ city
-c makes its soft sound when followed by e, i, or y

Spelling Choices:

/k/ c, k, -ck, ch, -que
/s/ s, c, sc

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d

h

l

j

k

r

l

Stage

1 /l/ lamp

- Usually doubled at the end of a one-syllable word after a short vowel: will, fell

Spelling Choices:

/l/ l, -ll

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h

Stage

1 /h/ hat

-Can be silent at the beginning of a word, but only in four words: hour, honest, honor, herb

Spelling Choices:

/d/ d, -ed

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d

Stage

1 /d/ dog

Spelling Choices:

/d/ d, -ed

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r

Stage

1 /r/ rabbit

Spelling Choices:

/r/ r, wr

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k

Stage

1 /k/ kite

-At the beginning of a word, use k if followed by e or i

-In one syllable words - use k for final /k/ after a consonant, long vowel, or diphthong: thank, joke, book

-Not used in Latin or Greek roots and suffixes

Spelling Choices:

/k/ c, k, -ck, ch, -que

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j

Stage

1 /j/ jam

-Never used at the end of a word

Spelling Choices:

/j/ j, g, -dge

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sh

ch

th

w

wh

v

y

z

-ff

th

Stage

1 /th/ thin
Digraph

1 -Unvoiced sound

/th/ this
Digraph

-Voiced sound

-When voiced, in the final position, th is always followed by silent e: bathe, clothe

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ch

Stage

1 /ch/ chin
Digraph

7 /k/ school
Greek derivation

7 /sh/ Chicago
chef

Spelling Choices:

/ch/ ch, -tch

/k/ c, k, -ck, ch, -que

/sh/ sh, ch

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sh

Stage

1 /sh/ ship
Digraph

Spelling Choices:

/sh/ sh, ch

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v

Stage

1 /v/ van

-In final position, always followed by e: have, give, live

- "Never, ever, ever does a word end in v, if there is a v, we add on an e"

-v is never doubled

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wh

Stage

1 /hw/ whistle

-Digraph

-Often pronounced /w/

-Questions words: who, what, why, where, when, which

-Often in words that make sound or motion: whirl, whip, whoosh, whizz, whack, wham, etc.

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w

Stage

1 /w/ wet

-w is never doubled

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-ff

Stage

1 /f/ Jeff

-Use at the end of a one syllable word after a short vowel: buff, sniff, off

Spelling Choices:

/f/ f, -ff, ph

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z

Stage

1 /z/ zebra

-Usually doubled at the end of a one syllable word after a short vowel: buzz, fizz

Spelling Choices:

/z/ z, -zz, s

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y

Stage

1 /y/ yes

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-ll

-ss

-zz

x

qu

-ck

-ZZ

Stage

1 /z/ buzz

-Use at the end of a one syllable word after a short vowel: buzz, fizz

Spelling Choices:

/z/ z, -zz

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-SS

Stage

1 /s/ miss

-Use at the end of a one syllable word after a short vowel: miss, pass

Spelling Choices:

/s/ s, -ss, sc

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-ll

Stage

1 /l/ hill

-Use at the end of a one syllable word after a short vowel: hill, tell

Spelling Choices:

/l/ l, -ll

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-ck

Stage

1 /k/ back

-Use after a short vowel sound usually in a one syllable word

-Not used in Latin or Greek roots or affixes

-Often followed by -et or -en: ticket, chicken

Spelling Choices:

/k/ c, k, -ck, ch, -que

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qu

Stage

1 /kw/ quit, queen

-q is always followed by u

-qu is the whole consonant

Spelling Choices:

/kw/ qu

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x

Stage

1 /ks/ box

-x is never doubled

Spelling Choices:

/ks/ x

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Print the following set of
VOWEL
cards back-to-back
on light blue cardstock.

Laminate, then cut.

a

i

o

u

e

o

Stage

- 1 /ö/ octopus
- 1 /ô/ dog
- 3 /ô/ go, robot

-Found at the end of a word of Spanish or Italian origin: zero, potato, piano

- 6 /ü/ mother

Spelling Choices:

- /ö/ o, o-e, oa, ow, oe
- /ô/ o, au, aw, augh, ough
- /ü/ u, a, o, ou

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i

Stage

- 1 /ĩ/ igloo
- 3 /ĩ/ hi, ivy
- 7 /ē/ radio

-When i is by itself, or part of a medial syllable before a vowel: medial, audience, radio

Spelling Choices:

- /ĩ/ i, y
- /ĩ/ i, i-e, y, igh, ie, y-e
- /ē/ e, e-e, ee, ea, y, ie, ei, ey, i

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a

Stage

- 1 /ǎ/ apple
- 3 /ā/ halo
- 6 /ə/ Alaskaa

Spelling Choices:

- /ā/ a, a-e, ai, ay, eigh, ei, ey, ea
- /ə/ any unaccented vowel

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e

Stage

- 1 /ě/ echo
- 3 /ē/ me, begin

Spelling Choices:

- /ě/ e, ea
- /ē/ e, e-e, ee, ea, y, ie, ei, ey, i

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u

Stage

- 1 /ü/ umbrella
- 3 /ū/ music
- 3 /ōō/ ruby

Spelling Choices:

- /ü/ u, a, o, ou
- /ū/ u, u-e, ue, ew, eu
- /ōō/ oo, ew, u, u-e, ou, ue, ui, eu

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