

Slant System™ Fidelity Guidelines

The following are recommendations for the fidelity guidelines in delivering the Slant System™, an individualized multimodal structured literacy approach to reading instruction based on the research of Dr. Samuel Orton and Anna Gillingham. This effective method, particularly for struggling readers and those diagnosed with dyslexia, is most successful when implemented by certified professionals who have completed extensive training and supervised practicum through the Slant System™. The Slant System™ is accredited by the International Dyslexia Association and endorsed by The Center for Effective Reading Instruction.



Profile of a Student for Whom Slant System™ is Appropriate:

- Students in grades K-2 who are developing their reading skills
- Students in grades K-12 who demonstrate weaknesses in phonemic awareness and word-level reading difficulty
- Students diagnosed with or suspected of having Dyslexia
- Students with other disabilities that would benefit from an individualized multimodal structured literacy approach



Assessing a Student

It is recommended that students be administered the Slant System™ Phonics Survey, Spelling Survey, and Survey of Phonological Awareness Skills. These evaluations will help establish a baseline of their strengths and weaknesses, determine known and unknown skills, as well as provide a starting point for instruction within the Slant System™ Teaching Sequence.

Levels of Educator Training

- **Structured Literacy Foundations** - a prerequisite course providing an overview of brain research, dyslexia, language structure, spelling rules and syllables, as well as assessments, planning and delivery of a Slant System™ lesson.
- **Advanced Training** - provides in-depth knowledge of English language structure taught throughout all 7 stages of the Slant System™ Teaching Sequence, covering spelling rules, language concepts, written expression, comprehension, morphology, vocabulary, fluency, progress monitoring and more.
- **Practicum** - requires application of the Slant System™ under the guidance of a certified coach to ensure fidelity and a diagnostic approach to lesson planning and delivery. The teacher demonstrates expertise in designing and delivering instruction based on the specific needs of the students, focusing on the skills they need to strengthen, while moving at a pace appropriate for each student.



Educators who successfully complete the requirements of Structured Literacy Foundations and Advanced Training receive ***Slant System™ Structured Literacy Classroom Teacher Certification*** valid for 3 years following completion of initial training. Qualification for recertification requires membership in the Slant System™ Academy for Continuing Education and completion of 10 hours of professional development per year, to be renewed on a yearly basis after the initial 3 year certification.

Educators who successfully complete the requirements of Structured Literacy Foundations and Advanced Training + Practicum receive ***Slant System™ Structured Literacy and Dyslexia Specialist Certification*** valid for 3 years. Qualification for recertification requires membership in the Slant System™ Academy for Continuing Education and completion of 10 hours of professional development per year, to be renewed on a yearly basis after the initial 3 year certification.



Settings for Delivery

Slant System™ can be successfully delivered in a variety of settings including general and special education classrooms in public, private, parochial, charter, and therapeutic day schools, as well as in private tutoring practices and colleges.

Group Size Recommendations

Group sizes are based on the level of demonstrated need of the student. Smaller groupings for students with higher levels of need will allow for more individualization, practice and attention.

At an intervention level, Slant System™ can be delivered 1:1 or within small groups of 2-5 students. Student grouping should be based on results of the Slant System™ assessments and as much as possible, similar skill level of students.

Tier 2 level intervention: groups up to 5 students

Tier 3 level intervention: 1:1 or groups up to 3 students

Timing and Frequency Guidelines

At the very minimum, 2 full lessons should be delivered per week in the following format:

30 minutes per day, at least four days per week

60 minutes per day, at least two days per week

When considering timing and frequency, it is imperative to take into account the needs of the student. In most instances, the more time and frequency spent receiving instruction will provide the ability for the student to make gains at a faster pace than providing the same instruction to that student at the minimum recommended timing guidelines. For this reason, it is recommended that students identified with dyslexia and those with word-level difficulties, and other language based reading disabilities, should receive instruction for 60 minutes per day, 4-5 days per week.

For students receiving Tier 2 level intervention, it is recommended that lessons be delivered 30 minutes per day, 4-5 days per week. If a student is not responding to instruction at a level necessary to close the achievement gap, consider delivering lessons 60 minutes per day, 4-5 days per week.

For students receiving Tier 3 level intervention and beyond, it is recommended that lessons be delivered 60 minutes per day, 4-5 days per week.

There is no set rate at which a student will progress through the stages of the Slant System™ Teaching Sequence. This is dependent on lesson timing and frequency, as well as the necessary amount of repetition to achieve desired accuracy rates, which may be different for each individual student.

Lesson Components

The following components delivered in an explicit, systematic, sequential and multimodal approach are included in a full 60 minute lesson:



Phonemic Awareness

Letter-Sound Correspondences

Isolation activities:

- Reading and spelling of real and nonsense words
- 3-Step Drill - visual, auditory, blending drill

Application activities:

- Reading in context
- Spelling in context - sentence dictation

Explicit vocabulary instruction, comprehension strategies, and fluency practice are embedded within each lesson.

In addition to letter-sound correspondences, explicit instruction in language concepts, spelling rules and generalizations, syllabication, and morphology are all explicitly taught throughout the Slant System™ Teaching Sequence.

In a 30 minute lesson, the same components are delivered over two days.

Progress Monitoring

Teachers will be monitoring the accuracy, error patterns, and mastery of skills on a daily basis. This information is used to guide instruction and develop each lesson plan. As a diagnostic teaching approach, this ensures true individualization of instruction based on the strengths and weaknesses of the student/s. It is recommended that more formal monitoring of progress be completed at least every other week using the Slant System™ Progress Monitoring Materials and any other tools required by school districts, i.e. oral reading fluency measures or other curriculum based measures.

Additionally, the Slant System™ Phonics Survey may be used to monitor progress when a student begins and ends a Stage, or administered at the beginning, middle and end of the year.