

Slant System™ Frequently Asked Questions

Who accredits the Slant System?

Our program is accredited by the International Dyslexia Association (IDA). This accreditation signifies that our training has undergone a rigorous evaluation process and meets the IDA's Knowledge and Practice Standards. It ensures our approach aligns with the science of reading and adheres to best practices in professional development.



Additionally, Slant System™ is endorsed by the Center for Effective Reading Instruction (CERI). This endorsement allows teachers to take the Knowledge and Practice Examination of Effective Reading Instruction (KPEERI). Successful candidates can earn certification through CERI as either:

- Structured Literacy Classroom Teacher (C-SLCT)
- Structured Literacy Dyslexia Interventionist (C-SLDI)

Will this training make me a dyslexia specialist?

Yes! After successfully completing the Slant System™ Practicum, which includes the Foundations, Advanced Training, and Practicum courses, you will earn Slant System™ Structured Literacy & Dyslexia Specialist certification.

Additionally, if you choose to take the KPEERI exam through the Center for Effective Reading Instruction (CERI), you can achieve the Structured Literacy Classroom Teacher (C-SLCT) and/or Structured Literacy Dyslexia Interventionist (C-SLDI). You can move on to earn Structured Literacy Dyslexia Specialist (C-SLDS) certification through an alternate pathway with the Slant System™. These CERI certifications require additional fees not included in Slant System™ registration fees.

Who is Slant System training for?

Reading specialists, special education teachers, interventionists, speech and language pathologists, tutors, classroom teachers, and anyone looking to further their knowledge and skill set in structured literacy are all ideal participants. We also include training of administrators, paraprofessionals, and parents as well.

How much time will it take to train my teachers?

Foundations - 3 full days

Advanced Training - 8 half days or 4 full days

Practicum - Scheduled individually with each teacher and their coach. 4 visits per year (4-10 hours). This includes 60 hours of instruction with 2 students.

How and where is training delivered?

In-person training at your location of choice with customized dates is preferred for groups over 10 teachers. Discounted group rates may apply. Travel fees may be an additional charge.

Foundations - Live-streamed, live in-person, or self-paced

Advanced Training - Live-streamed or live in-person

Practicum - Live-streamed for all participants

Which grade levels is Slant System™ appropriate for?

Grades K, 1, 2 - whole class, small group

Grades K-12 - intervention/special education

How is Slant System™ different from other Orton-Gillingham or dyslexia programs?

While all structured literacy programs based on Orton-Gillingham principles share core methods, Slant System™ stands out in several key ways:

- **Simple Scope & Sequence:** Slant System's sequence is designed for easy use by teachers and flexible enough to customize for struggling learners or advanced students.
- **Aligned Materials:** All Slant System materials align 100% with the teaching sequence, eliminating the need for additional resources or extra preparation.
- **Cost-Effective:** Our program includes over 40 hours of training, personalized coaching, materials, and continuing education for one comprehensive price. Other programs often cost more for less.
- **Manageable Practicum Hours:** The practicum requires 60 hours of work with students, which can be completed during the school day. Other programs may require 100-700 hours, often outside regular teaching time.
- **Real-Time Coaching:** Teachers receive 1:1 live coaching and mentoring with real-time feedback, unlike programs that require recorded lessons.
- **Personalized Support:** We foster a community where teachers feel valued and supported, with ongoing learning opportunities and live events.
- **Consistent Training Quality:** All instructors deliver the same high-quality training, ensuring a consistent experience.
- **Flexible Pathways:** We recognize evidence of prior training from other Orton-Gillingham programs and allow proficiency testing with an option to fast-track through certain parts of the Foundations course. Our approach for students is also flexible, unlike rigid sequences in some other programs.

How long are Slant System lessons?

Flexible delivery options: 60 minute lessons (minimum 2 lessons per week) and 30 minute 2-day lessons (minimum 4 lessons per week).

How do you group students for Slant System™ lessons?

Students are grouped based on their individual needs and the specific skills they need to develop. Each student completes a set of initial assessments, including the Slant System™ Phonics Survey, which provides insight into both areas of weakness and strengths. This helps group students with similar abilities and needs.



While we recommend smaller groups for students with higher needs, we understand that time constraints in the school day may not always allow for small groups or one-on-one instruction.

Is the Slant System grade level / age specific?

No, the Slant System is prescriptive and diagnostic, designed to meet students' individual needs. It is used by teachers with students from kindergarten through high school and can even be used with adults. Some students may need to start at the beginning and follow the full teaching sequence, while other students may already have some skills and only need to fill in the gaps. Administering the Slant System Phonics Survey is essential to determine which students will benefit from the system and where they should begin in the sequence.

At what age or grade level can students start with the Slant System?

Students can begin using the Slant System as early as kindergarten. However, we expect students to have some basic alphabet knowledge and phonemic awareness before starting a full Slant System lesson. Ideally, students should be familiar with most letter names and be able to blend and segment 3-phoneme words orally and auditorily. These foundational skills will also be taught throughout Slant System lessons. Typically, kindergarten students are ready to begin the full Slant System lessons by October or November.

How does the Slant System support English Language Learners?

The written English language is a code, similar to any other written language system. While English may contain unique sounds that other languages do not, phonemic awareness and vocabulary development are crucial for English learners. Each part of a Slant System™ lesson provides significant benefits for these students.

Pacing may need to be adjusted to include additional vocabulary instruction, but if a student does not have a reading disability, they should be able to grasp the code relatively easily. It's essential for teachers to incorporate the language comprehension component, which includes rich read-alouds and opportunities to build oral language skills.

Research strongly supports using a structured literacy approach with English learners. For further insights, watch this informative video by Dr. Elsa Cardenas-Hagan, an expert in ELL and structured literacy: [English Learners with Dr. Elsa Cardenas-Hagan-April 2023](#)

Do you have evidence and data to support the effectiveness of the Slant System™ specifically?

There was a study done which looked at the before and after results of teachers and students in the practicum. The results showed that all students achieved statistically significant progress over the course of the school year and beyond. Here is a link to the [Efficacy Study by LXD Research](#).

When can teachers start using the Slant System™?

We prepare teachers to begin using Slant System immediately following the Slant System Structured Literacy Foundations course. Deep knowledge and support happens throughout Structured Literacy Advanced Training and Practicum.

Why haven't I heard of the Slant System before?

The Slant System™ was developed over 25 years ago by Marsha Geller, an expert with extensive training in Orton-Gillingham methodologies. When creating Slant System™, Marsha collaborated with other educators who also created their own systems and more commonly known brands. Through her work, Marsha identified areas of instruction that needed improvement and designed a teaching sequence adaptable to diverse student needs.

To support teachers, she later created materials to streamline the process, reducing the time they spent generating word lists, sentences, and stories for their lessons. Initially, the Slant System™ operated as a small training organization serving the Chicagoland area. However, as the literacy crisis grew nationwide and research underscored the importance of structured literacy, more teachers and administrators have sought the training and tools that Slant System™ provides to make literacy accessible for all students.

Is the Slant System pure OG?

The Slant System follows the principles of a traditional Orton-Gillingham (OG) lesson. It's important to note that no single organization owns the term "Orton-Gillingham"; some programs simply include it in their names.

Unlike scripted programs, the Slant System relies on teacher training and coaching to ensure effective, faithful implementation. This flexibility allows educators to adapt lessons to meet student needs.

Teachers trained in any Orton-Gillingham method, through other organizations, can successfully use our teaching sequence and materials. In fact, many educators purchase Slant System materials because their original training did not provide comprehensive resources, and they find that our materials align beautifully with their instructional needs.

How long does it take to complete the all 7 Stages of the Slant System™ teaching sequence?

There is no set timeframe for completing all the skills in the Slant System™ sequence—it depends on each student's needs. Some students may grasp new skills after just a few opportunities of practice, while others might require significantly more practice to achieve mastery.

The Slant System™ is designed to be cumulative, meaning students progress at their own pace while building on previously acquired knowledge. Instruction and materials reinforce this learning continuously.

While we align with Common Core Standards, particularly the foundational reading skills, it's important to note that these foundational skills are essential for accessing higher-level standards. Therefore, Slant System™ instruction not only develops foundational skills but also supports overall reading comprehension.

Can you explain the difference between the certifications?

Teachers who complete Foundations will receive evidence of completion, not a certification. The Foundations course is a prerequisite for further training and certification.

Teachers who complete Foundations + Advanced Training will be able to deliver lessons and have the deep knowledge of English language structure and all the skills taught throughout the 7 Stages of Slant System™. Successful completion of coursework and exams will result in the first level of certification as a Slant System™ Structured Literacy Classroom Teacher.

Teachers who complete Foundations + Advanced Training + Practicum will receive the knowledge and skills to deliver lessons, have deep knowledge of the English language structure and skills taught throughout the 7 Stages of Slant System™, and will also have the coaching and support to be diagnostic and prescriptive in the approach. The Practicum experience will validate their ability to adjust instruction to successfully meet the needs of individual students, and to effectively work with struggling readers and those with dyslexia. Successful completion of coursework and exams will result in the highest level of certification as a Slant System™ Structured Literacy and Dyslexia Specialist.

How does the Slant System address comprehension?

Vocabulary instruction and comprehension are integral parts of every Slant System™ lesson. In Advanced Training, teachers learn how to enhance oral language, introduce rich vocabulary related to connected texts, and design higher-level questions.

Teachers are equipped with research-based strategies such as using graphic organizers, story maps, paragraph shrinking, and "get the gist" statements to deepen students' understanding. Starting in Stage 3, comprehension questions, based on Bloom's Taxonomy, are provided at the end of each story. These questions are coded, allowing teachers to monitor which levels their students can answer and identify areas needing more targeted instruction.

Additionally, teachers receive training in written expression at the sentence and paragraph level, which reinforces comprehension and allows students to demonstrate their understanding of the text in a meaningful way.

Are there consumables?

No, and that is a cost savings to you.

Materials are all reproducible and serve as blackline masters. We also offer a growing library of downloadable resources. Teachers can make copies whenever they need them.



Do you provide professional development hours?

Yes, but it varies by state as to if they will honor them. In Illinois, for example, the state board of education must approve the hours, and fortunately, as an Illinois based organization we are able to award up to 50 CPDUs to Illinois teachers. Some states only require a certificate of attendance, which we will provide upon request.

Do you offer graduate credits?

Yes, we can offer up to 6 graduate credits through Dominican University in River Forest, Illinois. This is an option and is an additional cost paid to Dominican University at a rate of \$100 per credit hour (subject to change). Right now our Foundations course is eligible for 2 credit hours, Advanced Training is eligible for 3 credit hours, and Advanced Training + Practicum is eligible for 4 credit hours.

How much work is required outside of the course attendance?

There is very little, if any, work outside of the Foundations and Advanced Training seminars. If you opt to take these courses in the evening, those hours will be outside of the school day. For Practicum, if you are working with students in school, then all of your practicum hours can be fulfilled during the school day. Some teachers tutor students outside of school for their Practicum. Most teachers need some time preparing for lesson planning, reflections, quizzes, and final exam at the end of the Advanced Training seminars.

How many students do teachers have to work with during practicum?

During the practicum, teachers are required to work with at least 2 students through 60 hours of instruction. These hours can be delivered in 30 minute lessons or 60 minute lessons. Some teachers work 1:1 or with groups of students. We do recommend that during your practicum year, you log all of your hours with each group of students you work with. Sometimes situations arise and a student leaves during the practicum year. If this happens, then teachers need to make sure to have a backup student.



Do I have to find my own student for Practicum?

Essentially, yes. Most teachers work with their existing students at school. Some teachers tutor students outside of the school day. If you have difficulty finding students to work with, we advise you to check out your local parent pages on Facebook as there are often people looking for tutors specializing in an OG method, such as Slant System. All students participating in the practicum will be required to have a permission form signed by parents/guardians.

Can I charge for tutoring while I'm in training?

We cannot advise if you should charge or not, nor can we tell you what to charge. That is a personal decision. However, you cannot misrepresent yourself. We encourage you to be up front with parents that you are not yet certified. If you use a student you are tutoring for your practicum, you will need to get a commitment from parents that your student will remain with you during the entire duration (60 hours) of lessons.