

Jane Flynn Anderson, Ph.D.

Slash and Dash for Vocabulary Development

This protocol can be used in an individual intervention session or with an entire class during content instruction to study vocabulary words from Tier 2 (literary words) or Tier 3 (Latin and Greek content words). When introducing new vocabulary in a content class, pairing students to work together works well. Teacher/tutor should model each of the steps below in the beginning, then gradually expect students to do it—with supervision/modeling as needed.

1. Dictate a word (gravitation)
2. Count syllables and indicate syllable boundaries with slashes on the whiteboard

_____ / _____ / _____ / _____ /

3. Make a dash for each sound heard in each syllable

_ _ _ / _ _ / _ _ _ / _ _ _ /

4. Write ITA symbol for each sound, syllable by syllable

g r a / v u / t æ / h u n

5. Students type phonetic rendition in Franklin spell checker, listen for word, and write the dictionary spelling of the word over the ITA version

gra vi ta tion

g r a / v u / t æ / h u n

6. Students analyze each phonetic syllable compared to T.O.
7. Students write the T.O. word in one or more sentences in their writing notebooks or on flashcards.