

Saint Mary's University i.t.a. Literacy Clinic

Slash and Dash Protocol

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Description: During the creative writing time, challenge your student to use higher-level words, e.g., “stupendous” instead of “awesome” by using this procedure. Also, use words from your student’s content classes to teach new vocabulary.

Materials needed:

1. Whiteboard and markers
2. i.t.a. chart
3. Tutor notebook (for writing dictated sentences/story)
4. Student notebook (for writing story in i.t.a.)

Procedure:

A: To study vocabulary words from content-area or grade-level lists

1. Dictate a word (conversion)
2. Student counts syllables and indicates syllable boundaries with slashes on the whiteboard

_____ / _____ / _____ /
3. Student makes dash for each sound heard in each syllable

_ _ _ / _ _ / _ _ _ /
4. Student writes i.t.a. symbol for each sound, syllable by syllable
5. Student types phonetic rendition in Franklin spell checker, listens for word, and writes the dictionary spelling of the word under the i.t.a. version
6. Student analyzes each phonetic syllable compared to T.O.
7. Student writes the T.O. word in one or more sentences in his/her writing notebook.

B: To write unknown words in a composition, or to encourage higher-level vocabulary (Note: You may want to use the Thesaurus function of the Franklin to find substitute words for common words such as “pretty,” “fun,” “boring.”)

1. Ask student what (s)he would like to write about. Tell him/her that (s)he will start by dictating a sentence to you and you will dictate it back word by word so (s)he can pull down a marker for every sound in the word and write it in i.t.a.

2. If (s)he cannot think of a topic, refer to the “Story Starters” section of your notebook.
3. With the whiteboard and i.t.a. chart in front of the student
 - a. dictate the first word of the sentence. If the student demonstrates correct spelling of the word on the whiteboard, have him/her write it in his notebook. If not, proceed to step b.
 - b. Dictate the unknown word.
 - c. Student counts syllables and indicates syllable boundaries with slashes on the whiteboard
 - d. Student makes dash for each sound heard in each syllable
 - e. Student writes i.t.a. symbol for each sound, syllable by syllable
 - f. Student types phonetic rendition in Franklin spell checker, listens for word, and writes the dictionary spelling of the word under the i.t.a. version
 - g. Student analyzes each phonetic syllable compared to T.O.
4. Have your student write the completed word in TO in his/her writing notebook.
5. When a sentence is complete, have him/her read it back to you.
6. Take 2-5 minutes at the end of the half-hour session to have your student read the story back to you.
7. Record on the lesson report the number of words written and comments about whether student needed help with “slash and Dash.” For how many words? How much help did he/she need?
8. When the story is complete, have your student publish it either by re-copying or by typing it. This is a good time to ask if (s)he would like to illustrate it.