

El Dictado Adaptado

By Cheryl Urow y Karen Beeman, adapted from Kathy Escamilla

El dictado is a strategy that can be used in Spanish or in English to teach various components of word study and mechanics, including spelling, punctuation, and fluency. Below is an outline of the process of implementing this strategy in the primary grades.

1. Based on a review of student writing, the teacher chooses one or more sentences (see suggestions on length of *dictado* below) that reflect a spelling pattern and/or element of writing mechanics that the students are ready to learn. It is important to remember that the content of the *dictado* must come from content known and studied by the children. The students must know and understand all of the words in the *dictado*.

Suggested length of *dictado*:

Kindergarten: Several key words or a single sentence

First: One simple or complex sentence.

Second: Two sentences

Third: Three sentences or a simple paragraph.

2. The same *dictado* is used throughout the week, as each day focuses on a different element of spelling, mechanics or fluency. A sample week is provided below. There are many ways to use the *dictado* to teach various elements of spelling and fluency, and the outline below is provided as a suggestion only. It important, though, to keep in mind that the focus of the *dictado* should match the children's developmental level.

Monday	Tuesday	Wednesday	Thursday	Friday
The teacher presents the <i>dictado</i> by reading it aloud several times. After the first reading, the students write as the teacher dictates. Then the teacher either writes or projects a copy of the <i>dictado</i> so that the students may correct their own attempts.	Mini-lesson focused on punctuation.	Students take turns dictating to each other; while one reads, the other writes. If the text has more than one sentence, the students can participate in a partner activity called "blind hand sequencing": each student only has a portion of the text and, without looking at their partner's text, they have to work together to complete the text.	Students add content to the <i>dictado</i> – either in small groups or individually.	The <i>dictado</i> is once again read aloud by the teacher, and each student is evaluated on his or her writing of the text.

Example: <i>Yesterday, Clara's mom came to school to read <u>Too Many Tortillas</u></i>	Focus on possessives, capitalizing first words in sentences, names, and titles, and underlining book titles.	Focus on reading fluently and on spelling.	Focus on writing and mechanics.	Evaluation of the concepts studied during the week.
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Rubric to Document Student Word Skills Development using the *Dictado*

Weekly Skill: _____

Skills	Developing	Developed	Mastered
The student has demonstrated understanding of the use of the word study skill throughout the week.			
The student has used the weekly word study skill appropriately in the <i>dictado</i> .			
The student has applied the weekly word study skill in other writing.			
Other			

