

The Dictado: Weekly Procedures

Students should have a composition book or a spiral notebook for The Dictado. Writing the date each day will help gain an understanding of progress.

Dictado should only take between 15-20 minutes.

Teacher creates The Dictado, making sure that it is meaningful and provides opportunities to practice relevant spelling, punctuation and capitalization. Choose 1-2 other language-based teaching points (refer to RSD-sequenced CCSS).

Day	Procedure
1 – The Dictado	<ul style="list-style-type: none"> • Teacher reads through The Dictado at a normal rate, with normal expression, so that students understand the meaning of the text to be written. • Teacher repeats The Dictado and together with the students, counts the number of words (at emerging levels) or the number of sentences in The Dictado. • Teacher tells students to get ready to write, using a pencil or blue/black pen, remembering to skip lines. • Teacher may begin by saying: “First word or first sentence.” The teacher proceeds through the first sentence, saying it word by word for emerging writers, or phrase by phrase for transitional and fluent writers. At the end of the first sentence, the teacher may say, “End of sentence,” and so on.
1 – Talk-Through	<ul style="list-style-type: none"> • Students change their pencils or blue/black pen for red pencils or red pens. • Teacher and students talk through The Dictado linguistically, grammatically, and metalinguistically in an interactive and explicit manner. • Teacher slowly constructs the standard version of The Dictado on the board, asking children to contribute to the construction of the correct model. • Students self-correct their papers with a red pen or pencil – they do not erase. They should not check off correct words or letters either. • Teacher needs to be walking around, ensuring that the students are self-correcting and using the correct notations.
2	<ul style="list-style-type: none"> • Students dictate in pairs. Then, corrections are made and compared to Day 1. (This is optional.)
3	<ul style="list-style-type: none"> • Teacher dictates as on Day 1
3 – Talk-Through	<ul style="list-style-type: none"> • Like on Day 1, the teacher reconstructs the correct model of The Dictado on the board and talks through it with students. • Teacher re-emphasizes the teaching points children need the most help with, and any additional issues she notes in the students’ writing. • Students self-correct and compare their errors to Days 1 and 2.
4	<ul style="list-style-type: none"> • Students dictate in pairs. Then, corrections are made and compared to Day 1. (This is optional.)
5	<ul style="list-style-type: none"> • Teacher administers the final Dictado, collects student work and grades it.