

## TheDictado

CCSS: W4, W5, SL2, SL6, RF1,RF2, L1, L2, L3

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O. & Escamilla, M. (2014). [Biliteracy from the Start: Literacy Squared in Action](#). Philadelphia, PA: Caslon Publishing.

### Summary

The strategy of theDictado comes from the work of Kathy Escamilla and Literacy Squared. It is an adaption of the Mexican approach to teaching and refining language arts skills in an integrated way. TheDictado can be used both for Spanish literacy and for literacy based ELD. The strategy begins with the teacher dictating a series of phrases or sentences to the students. Then the teacher and students collaboratively create a corrected model. The same phrases or sentences are repeated throughout the week, which provides students with multiple opportunities to practice and to learn the targeted skills. The success of this strategy depends on the metalinguistic discussion about language and conventions and the opportunities that children have to read, discuss and correct their writing. It is important that the content of theDictado draw from the thematic content of the unit and students must be familiar with all of the words in theDictado. TheDictado serves to both teach and enforce basic writing skills within each language as well as highlight opportunities to study cross-language transfer. Bilingual children naturally draw on all their skills and competencies and apply what they have learned in one language to the other. TheDictado is an explicit method that teaches children to attend to the similarities and differences across the languages.

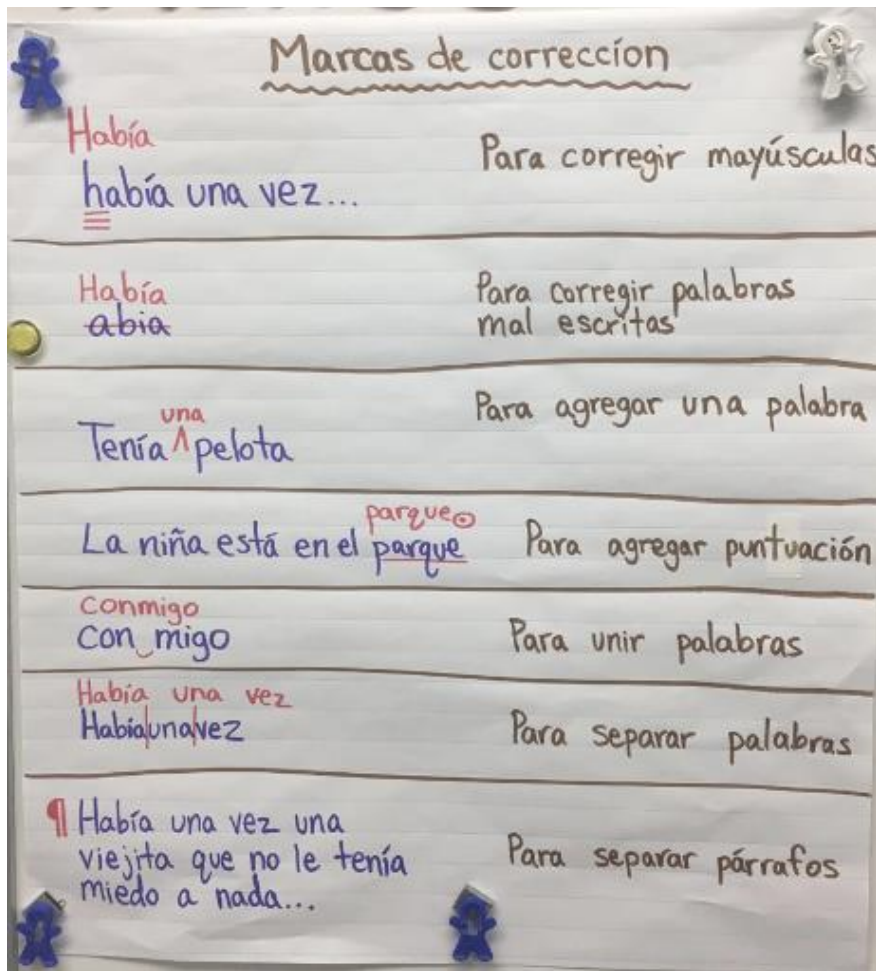
### Implementation

TheDictado is meant to be used at every grade level in the primary language of instruction and can be used in Designated ELD beginning in first grade. However, it is recommended to wait until midway through Kindergarten to begin implementing theDictado.

TheDictado routine should not take any longer than 15-20 minutes, 3 to 5 times a week and so it is important that the routine be made explicit to student to maximize its potential. To prepare students to be ready teachers can use shared writing as a way to establish and practice the procedures that students will need to master to work independently:

- Listen to and orally repeat short phrases or words (before they put them into words on the paper)
- Visually cross check their writing with writing on the board
- Identify approximations
- Use an established marking code to identify and correct approximations (it is helpful to share a marking code within a school or district- see box 4.1 and 4.2 for an example)

**Box 4.1 Marcas de corrección**



Box 4.2 <b>Standard Marking Code</b>	
Once <u>once</u> upon a time ...	To capitalize letters
Once <del>once</del>	To correct spelling
a I had ^ ball	To insert words
park © The girl is in the park	To add punctuation
homework home_work	To put a word together
Once upon a Once upon a time	To separate words
¶Once upon a time there was a little old lady who wasn't afraid of ...	To indent paragraphs

### Box 4.3 The Dictado Checklist

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher		Students	
<b>Procedure: Giving the Dictado</b>			
			Write date and title
	Reads message for meaning		Understand message
	Parses Dictado text into smaller chunks (Phrase/sentence level)		Repeat message
			Record message
			Skip lines
	Rereads entire message		Read w/ teacher, check writing, & make necessary edits
<b>Procedure: Talk-through</b>			
	Provides standard marking code		Use standard marking code
			Get Correction pen
	Constructs message on board (every time)		Follow along & make necessary corrections
	Highlights specific teaching points		
	Engages in dialogue about metalinguistic awareness		Engage in dialogue about metalinguistic awareness
	Dictado is 15-20 minutes		
	Same Dictado 3 times a week		
<b>Purposeful Dictados</b>			
	Creates meaningful Dictados based on students' need in both languages		Self-correct
	Incorporates 2-4 teaching points (always includes spelling & punctuation)		Are aware of teaching points
	Holds students accountable (grades)		Reflect on their progress over time
			Transfer learning to other contexts
	Develops metalinguistic aware across languages		Develop metalinguistic awareness
	Makes explicit cross-language connections		

Once teachers are ready to begin implementing the formal procedure, they will need to carefully plan the Dictado in order to address the learning needs of the students and appropriately challenge them to move beyond what they know and can do in writing. Over time, teachers should incorporate increasingly sophisticated vocabulary and language structures to extend students' language.

### The Dictado – weekly procedure

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

Teachers of dual language students should also create Dictados that highlight cross-language similarities and differences at the word, phrase and syntactical level. In a dual language classroom the Dictado can be used as a part of SLA and ELA or to target a particular need within a group of students during Designated ELD. It is recommended that, beginning in first grade, every other week switch from Spanish to English.

#### Box 4.4

##### Graphophonemic Transfer from Spanish to English

###### Vowels

Vowels in Spanish have only one sound. Therefore, the concepts of long vowels, short vowels, r-controlled vowels, and schwa vowels in English have no Spanish equivalent. Additionally, nearly every vowel in Spanish is pronounced, so two vowels don't "go walking" and that silent, but bossy, final "e" is conceptually foreign. However, "u" is mute when it appears after "g" and "q" and before the vowels "e" and "i", as Querétaro, quizá, Guerra, and guitarra.

English Letter/Sound	Spanish Equivalent	Example
/Ā/ as in able	e; ei	trein/train
/Ē/ as in ear	i	sin/seen
/Ī/ as in icicle	Ai; ay; hay (the "h" is silent in Spanish)	Ay/I; bait/bite
/o/ as in octopus	a	cat/cought
/ū/ as in uniform	iu	ciut/cute

###### CONSONANTS – Individuals and Clusters

English Letter/Sound	Spanish Equivalent	Example
Cc-ck	c,k, Qu	soquer/soccer; tiket/ticket
D---as in food or door	d or r	fur/food
Soft g---as in gesture or giraffe	y; ll	lliant/giant
H---as in hair	j	jelp/help
J---as in Jello	y; ll	yump/jump or llelo/yellow
Qu---as in quaint or quote	cua; cuo	cuin/queen
Sh---as in sheep. This sound only exists in Spanish words of native origin, such as Uxmal.	X (though usually less familiar to students here); next closet approximation is ch	chain/shine
Th---as in thumb	d	den/then
V---as in vest	f; b/v	fine/vine
W---as in Washington. This sound does not exist in Spanish.	gu (as in agua)	guent/went
Y---as in yarn	ll	llam/yam
Z---as in zipper	s	sebra/zebra

- Spanish has no S-initiated blends (sc, scr, sk, sl, sm, sn, sp, spl, st, sw...).
- Spanish has few contractions (del, al) and they do not use an apostrophe.
- Spanish sentences have flexible word order structures (e.g., voy corriendo; corriendo voy).
- Spanish does not require the use of pronouns, as they are indicated in the verb conjugation (e.g., hablo = yo hablo/I speak).
- Spanish rarely has double letters (hapen/happen; buk/book).

The ideas presented here were informed considerably by the work of Mónica Olguín.

**Box 4.5 Scaffolds for Implementing the Dictado in Kindergarten**

Scaffold 1	<ul style="list-style-type: none"> <li>• Teacher reads the text aloud</li> <li>• Students repeat after the teacher</li> <li>• Together, count the number of words</li> <li>• On chart paper or the board, the teacher draws lines for each word and skips lines</li> <li>• Through shared writing, teacher repeats each word as she encodes it in standard form, inviting children to help</li> <li>• Teacher emphasizes concepts about print and emergent literacy skills</li> </ul>
Scaffold 2	<ul style="list-style-type: none"> <li>• Teacher reads the text aloud</li> <li>• Students repeat after the teacher</li> <li>• Together, count the number of words</li> <li>• Teacher and <i>students</i> draw lines for each word (ensure students draw long enough lines) and skip lines</li> <li>• Through shared writing, teacher and <i>students</i> repeat each word as they encode in standard form, inviting children to help (children can use individual white boards or white paper)</li> <li>• Teacher reinforces concepts about print and emergent literacy skills</li> </ul>
Scaffold 3	<ul style="list-style-type: none"> <li>• Teacher reads the text aloud</li> <li>• Students repeat after the teacher</li> <li>• Together, count the number of words</li> <li>• <i>Students</i> draw lines for each word (ensure students draw long enough lines) and <i>encode the message by themselves</i> skipping lines (students use white paper)</li> <li>• <i>Teacher encodes message in standard form</i> emphasizing the use of capital letter, spaces between words, and ending punctuation</li> <li>• <i>Students copy the message</i> in standard form below their own</li> </ul>
Scaffold 4	<ul style="list-style-type: none"> <li>• Continue the same procedure suggested for scaffold 3</li> <li>• Teacher models self-correction and introduces the standard marking codes one at a time.</li> <li>• Use texts produced when the previous scaffolds were introduced to model self-correction using the standard marking code</li> </ul>

**Notes on Strategy**

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