



El Dictado Adaptado

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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 and up: 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 is 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 Too Many Tortillas</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.



Rubric to Document Student Word Skills Development using the *Dictado*

Weekly Skill: _____

Skills	Observations and Evidence
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	



El dictado

Technical language in Spanish

El renglón: The line that is written on. Students are told to “skip a line” so that their *dictado* is more legible.

La sangría: Indentation – the space left between the margin and the beginning of the first sentence.

Punto y seguido: Period at the end of a sentence where the following sentence continues within the same paragraph.

Punto y aparte: Period at the end of the final sentence of a paragraph.

Punto final: the end of the *dictado*.

The following elements are mentioned out loud during the *dictado* and their role is emphasized as part of the *dictado* process in mini-lessons, etc.

- *La mayúscula* (Upper case letter) / *la minúscula* (lower case)
- *La coma* (the comma)
- *Punto y coma* (semicolon)
- *El acento en la ____* (accent)

During the dictation, when the teacher is teaching students how to use exclamation and interrogation marks and the *guión*, or hyphen (used in Spanish instead of quotation marks to indicate a dialogue in a text), the following phrase is used:

-Se abre el signo de _____; se cierra el signo de _____.

Open the _____ mark; close the _____ mark.

-Se abre el guión; se cierra el guión.

Open the hyphen; close the hyphen.



Change in emphasis based on grade level

Grades PK-2:

The teacher orally indicates the use of all of these elements and she/he includes them in mini-lessons. This is done based on the grade level and is developmentally appropriate.

Grades 3-12:

- Slowly, once the teacher has evidence that students have learned how to use these elements appropriately, he/she no longer mentions their use out loud. Instead, the students have to listen carefully and apply the use of these elements as is appropriate for the context. The teacher helps by being very intentional in her/his use of pauses. Students learn to do the following
 - Always start a sentence with an upper case letter and end a sentence with a period.
 - Listen carefully to the pauses. If the pause is brief, and the sentence continues, they use a comma. If the pause is longer than a comma, but shorter than a period, they use a semicolon. If the sentence has come to an end (they pay attention to the meaning of the sentence), they apply a period.
 - Students pay close attention to the meaning of the sentences to decide if the paragraph continues (*punto y seguido*) or if it ended (*punto y aparte*). They apply inferencing and comprehension skills to figure this out.

El dictado – What areas are covered?

- Spelling
- Grammar
- Punctuation
- Vocabulary
- Comprehension

Ways to differentiate the *dictado*:

Whole group: all students work on the same <i>dictado</i> .	In pairs: Students dictate the <i>dictado</i> to each other taking turns.
In parts: The <i>dictado</i> only contains some parts of the sentence/paragraph. For example, it only has adjectives and adverbs and the students have to add the nouns, articles, pronouns, and verbs.	In groups or centers: <ul style="list-style-type: none">• Some work with the teacher in a small group• Others work in pairs (a focus on fluency)• Others work in parts (a focus on comprehension)• Others take a first, anchor sentence, and then add others sentences in a group, later using this text to dictate to each other.