



The Dictado

A Cross Language Connection
(Spanish - English)
A Means to Develop Oracy in
Writing



The Dictado: Defined


- The Dictado in Literacy Squared® is one approach to helping children learn concepts about phoneme/grapheme relationships in Spanish and English. The approach consists of weekly dictation tasks that include spelling, language arts, grammar and metalanguage. The approach is explicit and direct, is integrated with regard to skills teaching, and fosters cross-language connections between Spanish and English.



The Dictado: Why?


“In alphabetic languages, dictation tasks enable teachers to observe children’s ability to hear sounds in words and subsequently record these sounds in print.”

Clay (1991) - The Dictation Task
Escamilla, Andrade, Basurto & Ruiz (1996) -
Oír y anotar los sonidos en las palabras




The Dictado: How does it help children in reading and writing?

- Children need to learn to hear sounds buried within words;
- Children need to learn to visually discriminate the symbols we use in print;
- Children need to learn to link single symbols and clusters of symbols with the sounds they represent;
- Children need to learn that there are many alternatives and exceptions in the system of putting sounds into print in any language;
- Children need to learn that punctuation and other conventions are needed to convey meaning in written language.
- Children need to learn how all of the above is similar and different between Spanish and English.




Vygotskian Theory

- De grils layk to plei wet dols
- ZPD (what the child can do)
 - Starts sentence with capital
 - Spelling approximations (layk,dols,plei)
 - Spacing
 - High frequency words
- Dictado (I + 1) is designed to move the child from this zone to a more standard way of writing
- Explicit and direct teaching




The Dictado: A Rationale

- Concrete cross-language connection;
- Requires few materials;
- An integrated approach to teaching language arts (spelling, punctuation, capitalization, grammar);
- Opportunity to develop metalinguistic knowledge and skills (talking about language).



The Dictado

- **IS:**
 - Teacher directed and explicit;
 - Integrated - spelling, language arts, grammar;
 - Development of metalinguistic skills;
 - Cross-language connections.
- **IS NOT:**
 - The child dictating to the teacher;
 - Daily Oral Language (DOL);
 - The same in Spanish and English;
 - The entire language arts program.




The Development of Phonological Awareness: A Difference of Opinion

- **English (Adams, 1990)**
 - Phonemic awareness should be developed through oral language;
 - Phonemic awareness should be done before exposure to print;
 - Songs, games, rhymes, read alouds etc.
- **Spanish (Feirreiro & Vernon, 1999)**
 - Only if children write and reflect on their writing will they analyze speech;
 - Oral communication alone does not demand analysis of speech;
 - Phonological awareness is BEST developed through writing and analysis of written language.




Synthetic Differences in Literacy Teaching: Spanish to English

- **Spanish**
 - Concept of a word;
 - Concept of a syllable;
 - Concept of a phoneme;
 - Letter sounds;
 - Names of letters;
 - Phonemic awareness done via writing (beginning with wordness).
- **English**
 - Letter names;
 - Letter sounds;
 - Syllables;
 - Words;
 - Phonemic Awareness done via oral language, later done in writing.



Dictado: The Procedure

- **DAY 1:**
 - Choose dictado (from children's writing or reading)
 - Day 1 - Teacher dictates the word, sentence(s) and children write.
 - Talk through dictado: linguistically, grammatically, and metalinguistically.
 - Students self-correct - NO ERASING!



Dictado (An Example)

- 2nd grade
- Oracy structures of **adverbial clauses** and **conjunction**.

I like it when it snows.
It is beautiful and I can play in it.



Where did I get the dictado?

- Boutiful/butafol for **beautiful**
- Dey for **they**
- Da for **the**
- Plei/plai for **play**
- Ai/hay/ay for **I**
- Purti/perti for **pretty**
- Laik/lack for **like**
- Es for **is**
- En for **in**
- Hows/haws for **house**
- Becos/pecas/becus for **because**

Day 1

- **The Dictado**
 - Teacher reads through the dictado in at normal rhythm.
 - Children and teacher together count the number of words in the dictado.
 - Teacher tells the children to get ready to write.
 - Teacher starts by saying:
 - "First word, first sentence."
 - At the end of the first sentence teacher says, "End of sentence."
 - "First word, second sentence."

Day 1: The Talk Through

- Children change pencils for pens.
- Teacher and children talk through the dictado and children correct their own papers - NO ERASING.
 - I like it when it snows.
 - It is beautiful and I can play in it.

CHILD VERSION
Ay laik it wen it snow
It es boutiful and hay cn plei en it.

•Be SURE to teach children how to note a missing letter, punctuation mark, spelling etc. Consistency is important.

Days 2 - 5

- **DAY 2:**
 - Students dictate in pairs.
 - Corrections are made and compared to day 1.
- **DAY 3:**
 - Teacher dictates again - emphasizing any issues that she notes in children.
 - Corrections are made and compared to Days 2 & 1
- **DAY 4:**
 - Repeat day 2
- **DAY 5**
 - Dictado Final - Grades are taken
 - Product may go into the cuaderno

Dictado (alternate)

- Oracy structures of **relative clauses** and **conjunction**.

The princess is pretty, but the prince is handsome. They live in a big house called a castle.

Dictado

STEP I: Choose dictado for the week.
Dictate the sentence(s) to the students.
Talk through the dictado (grammar, punctuation spelling etc.).

EXAMPLE: Recess is fun. We like to play.

Student writes: Rises es fun Jui laik tu plei

Talk through: Use 'bicolor' or pen
Student SELF-CORRECTS.

Rises es fun, Jui laik tu plei

Literacy Squared® Research Results - Top 20

- **Because** - begas, bcuz, beacaus, beacause, becais, becas, becase, becus, bekas, bicos, bicus, bikas, bikos, bycas, bicaus, coes, cus, pacas, pecas, pecos, pecuase, picas, picaz, picus, pikas, vacas, vecause, vicas, vicus, vicous

The Dictado: The Expectation

- Literacy Squared® Teachers will do weekly dictados;
- Same dictado all week in Spanish;
- Same dictado all week in English;
- At least 3x per week in Spanish;
- At least 3x per week in English;
- 30 dictados total during the year (15 Spanish and 15 English)

Where Do I Start?

- For help in **Spanish**, we use Language Arts Program - "Español" from the Secretaría de Educación Pública" - this is the National Curriculum of Mexico.
- We **STRONGLY** suggest you also use the writing of your own students to guide you.
- We have provided some samples on the next few pages to get you started in Spanish.

Segundo grado - 6 ejemplos

- 24 de agosto del 2006
 - Un día de pesca
- Cada año, Silvia y Rubén pasan las vacaciones en el pueblo del tío Eduardo, que está cerca de un río, donde los niños pueden ir a pescar, bañarse, retozar con sus primos y otros amigos del lugar.

Teaching Points

- Spelling- b/v (vacaciones, bañarse)
- Accents in common words - está, tío, río
- Use of commas,
- Refined vocabulary (retozar - to frolic)

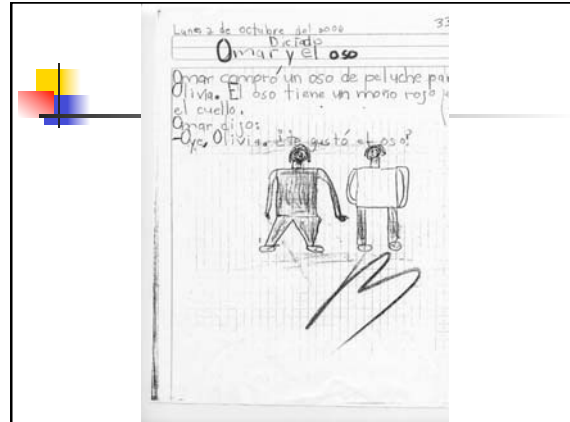


Ejemplo #2 - octubre

- Omar y el oso
- Omar compró un oso de peluche para Olivia. El oso tiene un moño rojo en el cuello.
- Omar dijo:
- -Oye, Olivia, ¿te gustó el oso?

Teaching Points

- Punctuation - Formation of a question
- Punctuation - Quotation
- Accents - preterite - compró
- Spelling - moño, cuello



Ejemplo #3 - enero

- La finca de mis abuelos
- Mi abuelo Benito y mi abuela Beti cuidan una finca muy bonita. Todos los sábados, el abuelo se pone unas botas y una boina. Después, toca un tambor y sale a podar los arbustos. La abuela se queda en casa para hacer una buena comida y una bebida fresca.

Teaching Points

- Spelling - words with B (grande)
- Accents on common words (después, sábado)
- Oraciones compuestas
- Refining vocabulary - boina (stocking cap), finca (real estate)

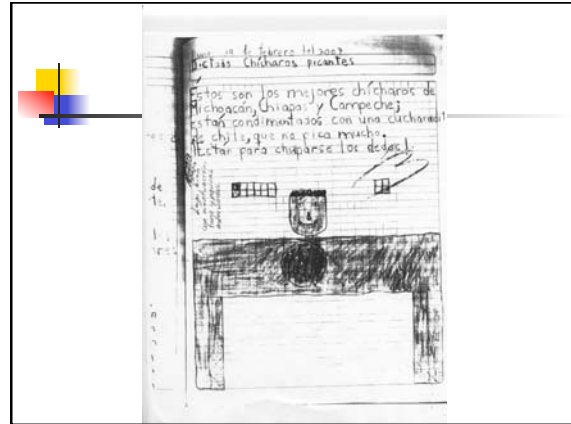
A photograph of a handwritten page on lined paper. At the top, it says 'Miércoles 27 de enero del 2008' and 'Diccionario - La finca de mis abuelos'. The text reads: 'Mi abuelo Benito y mi abuela Beti cuidan una finca muy bonita. Todos los sábados el abuelo se pone unas botas y una boina. Después toca un tambor y sale a podar los arbustos. La abuela se queda en casa para hacer una buena comida y una bebida fresca.' Below the text is a drawing of a simple house with a chimney and a tree.

Ejemplo #4 - febrero

- Chícharos picantes
- Estos son los mejores chícharos de Michoacán, Chiapas, y Campeche, están condimentados con una cucharadita de chile, que no pica mucho. ¡Están para chuparse los dedos!

Teaching Points

- Capital letters - names of states
- Punctuation marks - ¡!
- Diminutive - chucharadita
- Commas

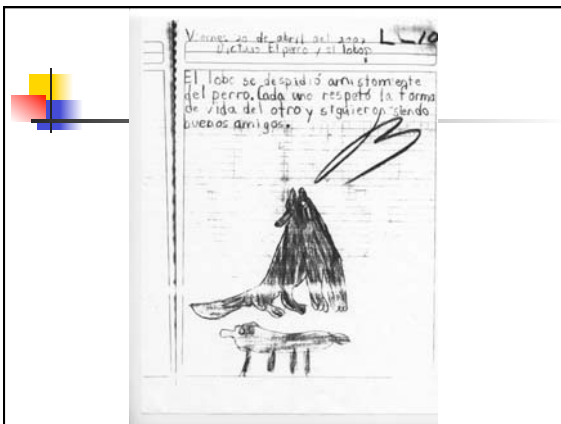


Ejemplo #5 - abril

- El perro y el lobo
- El lobo se despidió amistosamente del perro. Cada uno respetó la forma de vida del otro y siguieron siendo buenos amigos.

Teaching Points

- Preterite and use of accents (despidió; respetó)
- Phrases that are stand alone concepts - 'la forma de vida'
- Simple declarative sentences
- Polysyllabic words

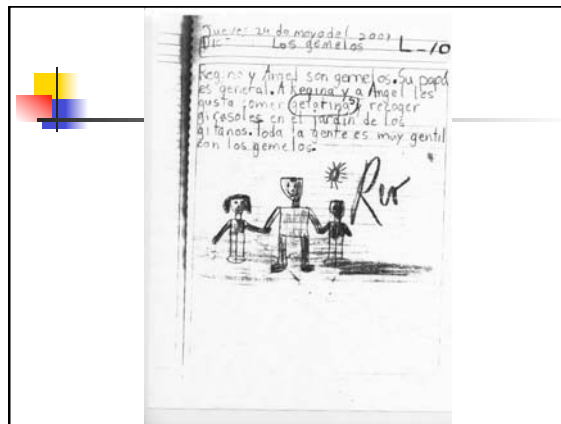


Ejemplo #6 - mayo

- Los gemelos
- Regina y Angel son gemelos. Su papá es general. A Regina y a Angel les gusta comer gelatinas y recoger girasoles en el jardín de los gitanos. Toda la gente es muy gentil con los gemelos.

Teaching Points

- Spelling - soft g
- Capitalization - Beginning of sentence
- Declarative sentences



Possible Dictados in English (from children's writing)

- **First Grade** (mid-year - 1-2 sentences)
 - I like toys. They are fun.
 - We play hide and seek.
 - My favorite food is pizza.
- **Second Grade** (1-2 sentences - longer)
 - I went to my Grandma's house. I ate cookies.
 - I like recess. I want to play tether ball.
 - I want to see my cousins at Christmas. We do a lot of things.

Third Grade

- **Third Grade**
 - The best thing that happened to me is the first time I went to Denver. I like the tall buildings, the Pepsi Center, and Six Flags. (connecting discourse)
 - My Dad took us to eat at Country Buffet. Then we went to the games and played for a little bit. I was very happy with my Dad because we had fun.

TIPS

- Use the same correction directions across grade levels
- Plan about 4 weeks for children to get accustomed to the routine
- Put meaning at the center