Dictation

Problems:
1. Not using words in the context of a sentence
2. Teacher and/or students don’t count sounds
3. No reference to Sound/Spelling cards (either verbal, physical, or both)
4. Lack of clear signals (pointing, pencils, fingers, etc.)
5. Lack of proofreading (when to proofread = after each word or line)
6. Teacher uses as more of a test rather than instruction/practice
7. Little corrective feedback for errors
8. Students are not repeating words & sentences after the teacher to ensure correct hearing of word/sentence
9. Teacher is not monitoring by moving around classroom
10. Too much teacher talk

Solutions:
1. Follow the routine
2. Remember the purpose
3. Communicate the purpose to students

Purposes: It is important to...
1. Use the word in context to clarify the meaning
2. Count the sounds so as to map them to the correct spellings
3. Provide scaffolding through physical and verbal cues
4. Use clear signals and have clear expectations to support the direct instruction of the lesson
5. Use the proofreading technique to ensure strong student cognition
6. Practice and apply the Sound/Spelling correspondence rather than test the mastery of the skill
7. Allow students to learn by self-correction
8. Allow students to verbalize the word and hold it in working memory
9. Provide immediate feedback to ensure success
10. Stick to the purpose of the lesson and maintain pacing
11. Provide the appropriate amount of support/scaffolding because it is instruction & practice