

Sample Dictation Procedures

Follow along below as your instruction demonstrates some procedures you might use for dictation with students in grades 2 to 3.

Grade 2 or 3 Strategic and Intensive

1. Remind students that as they try to spell each word, they need to think about the number of sounds (phonemes) in the word and remember that each sound has a spelling (grapheme).
2. State the word. (The word is _____.)
3. Ask students to repeat the word. (What's the word? _____)

Saying the Word		
	Do	Say
Focus		<i>What's the word?</i>
Wait Time	None	
Signal for Student Response	Click a clicker, snap fingers, or tap a table bell.	

4. Use the word in a sentence.
5. Ask students to repeat the word again. (What's the word? _____)

Saying the Word		
	Do	Say
Focus		<i>What's the word?</i>
Wait Time	None	
Signal for Student Response	Click a clicker, snap fingers, or tap a table bell.	

6. Ask students to segment the word into phonemes.

Phoneme Segmentation		
	Do	Say
Focus	Hold up a closed fist, fingers facing you.	<i>Say the sounds in _____.</i>
Wait Time	None	
Signal for Student Response	Every second hold up one finger in a left to right progression from student perspective for every sound in the word.	

Sample Dictation Procedures (continued)

7. What's the first sound? What's the spelling for /___/? Write the spelling.
8. What's the next sound? What's the spelling for /___/? Write the spelling. (Continue this procedure until all spellings have been written.)

Saying the Spelling		
	Do	Say
Focus		<i>What's the first/next sound?</i>
Wait Time	None	
Signal for Student Response	Tap fingers in a left to right progression from student perspective for every sound in the word	

Writing the Spelling		
	Do	Say
Focus		<i>What's the spelling for ___?</i>
Wait Time	None	
Signal for Student Response	Tap fingers in a left to right progression from student perspective for every spelling in the word.	

9. Proofread the spelling of the word with students on the board, going over each sound and spelling again, as you write the word on the board.
10. Ask students to correct any mistakes they made by circling the error and writing the correction above.

Sample Dictation Procedures (continued)

Grade 2 and up

1. Remind students that as they try to spell each word they need to think about the number or sounds (phonemes) in the word and remember that each sound has a spelling (grapheme).
2. State the word. (The word is _____.)
3. Ask students to repeat the word. (What's the word? _____)

Saying the Word		
	Do	Say
Focus		<i>What's the word?</i>
Wait Time	None	
Signal for Student Response	Click a clicker, snap fingers, or tap a table bell.	

4. Use the word in a sentence.
5. Ask students to repeat the word again. (What's the word? _____)

Saying the Word		
	Do	Say
Focus		<i>What's the word?</i>
Wait Time	None	
Signal for Student Response	Click a clicker, snap fingers, or tap a table bell.	

6. Ask students to segment the word into sounds (phonemes) in their heads.
7. Ask students to write one spelling for each sound.
8. Proofread the spelling of the word with students on the board, going over each sound and spelling again, as you write the word on the board.
9. Ask students to correct any mistakes they made by circling the error and writing the correction above.