

# The Advisory

SRA  
Newsletter  
2020-2021



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Early Literacy: [www.scsk12.org/earlyliteracy/](http://www.scsk12.org/earlyliteracy/)

RHE- Chapter 3

## DICTATION DOMINATION

**Dictation is such an effective process because it allows the teacher opportunities to see mistakes and provide immediate corrective feedback.**

### Tips

- Telling students that an answer is right or wrong does not provide the information they need to assist them in changing their future performance.
- Use a process of questioning to guide students to the correct answer. This will expose gaps that indicate what skills should be retaught.
- When students complete dictation standing up at their desk, it is important for teachers to move around the room to SEE students “working through” the learning process.

### Dictation Corrective Feedback Process (Sample Script)

Imagine you asked your students to write the three-letter slide that makes the sound /sli/ and you notice someone has written s-l-e....What do you do?

1. Identify the error. “I see we have a couple of different answers in the class.”
2. Confirm what was asked for. “What was the slide I asked for?” (/sli/)
3. Ask students to read the incorrect answer. “What does the slide s-l-e say?” (/sle/)
4. Confirm what needs to change. “What do we need to change?” (the e to an i) (emphasize vowel sound)
5. Instruct students to write the correct answer to the side of the original. “If you wrote s-l-e, please write s-l-i to the right-hand side.”
6. Review or reteach the skill if necessary.

*\*\*Discourage students from erasing their mistakes. The side by side comparison provides students an opportunity for a deeper understanding of the concept.*

**Remember to use Kinesthetic Cues as an additional scaffold to help students discriminate between different vowel sounds.**

- Short a– hold and bite your apple
- Short e– touch your ear like you are hard of hearing, “ehh” or wave your hand to show elephant ears
- Short o– draw a circle around your mouth
- Shout u– raise both hands up in the air
- Short i– scratch your hand as if it itches

## 3 RHE Instructional Tips (based off of recent SRA Observations)

### Tip #1 Sounding Out Words

Remember the RH way is to...

- Move from slide to word. Do not sound out EVERY letter.
- Identify vowel and/or vowel combination sounds

### Tip #2 Proving Words

- Have students prove the word, say the vowel sound or vowel combination sound, and then read the word.

### Tip #3 During Dictation...

- Spell out words to practice pronouncing and reading words.
- To practice a spelling rule i.e. Double S, F, Z focus on saying the whole word and let them figure out how to spell.
- Use a combination of both methods during dictation.

## The Resource Center

[Chapter 3 Materials](#)

\*\*Please download materials before editing.

**Long or Short  
Activity**

**5 Phonetic Skills  
Visuals**

**Reference  
Lessons PPTs**