

The Advisory

SRA
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Early Literacy: 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**