



## Dictation (Draw and Dictate) / *Escribir al dictado* (*Dibuja y Dicta*)

- *R #1: Demonstrate understanding of the organization and basic features of text*
- *R #2: Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text*
- *W#1: Use combination of drawing, dictating and writing to compose opinion pieces*
- *W#2: Use combination of drawing, dictating and writing to compose informative/explanatory texts*
- *W#3: Use combination of drawing, dictating and writing to compose narratives*
- *SL#4: Describe people, places, things and events with relevant details, descriptive details and speaking audibly in coherent sentences*
- *SL#5: Add drawings or other visual displays to description to clarify ideas, thoughts and feelings.*
- *L#2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.*

### Summary

Dictation is the process of writing down what someone else has said. With young children, students' oral abilities often surpass their writing abilities. Therefore, it is crucial that the teacher (or another adult) use dictation as a way to record a student's thoughts or ideas. Through the process of dictation, children experience their words turning into text, making a strong sound-text correspondence and scaffolding young children into seeing themselves as authors. The Common Core Language Arts Kindergarten writing standards recognize the importance of dictation as an early stage in developing literacy and call for children to use a combination of drawing and dictating to compose opinion pieces, informational text and narratives.

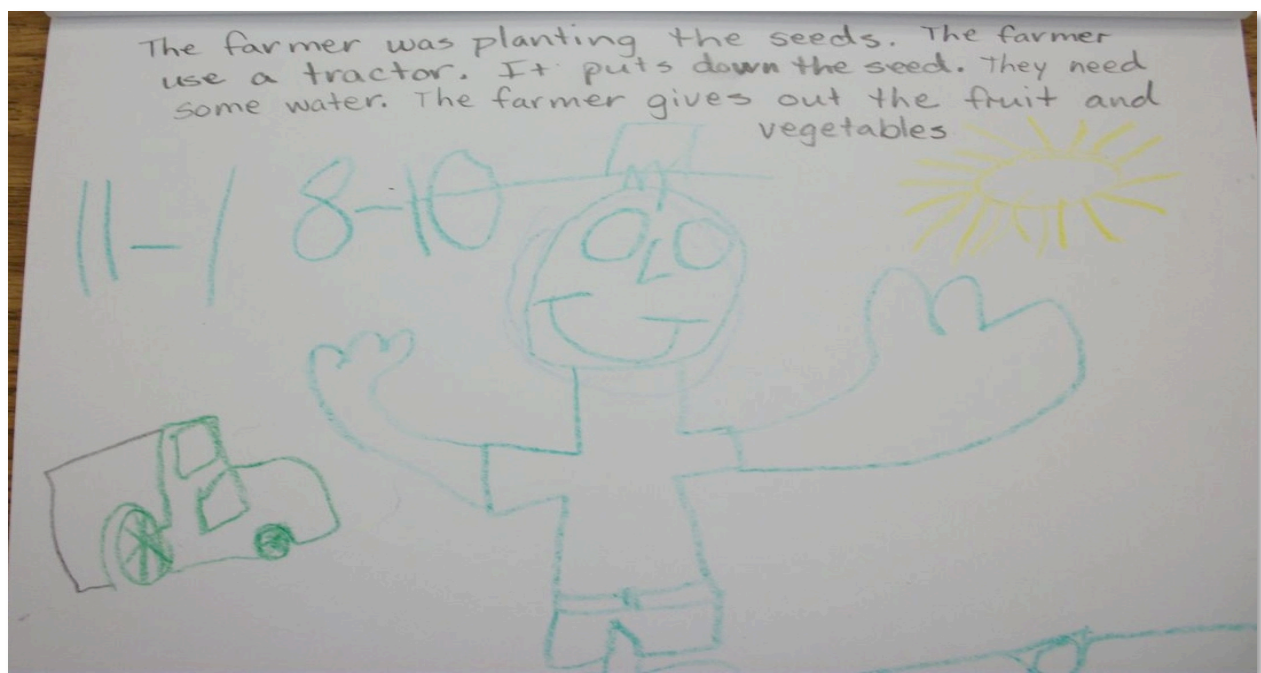
Dictation is usually done individually but may also be done in small groups. Dictations should be done after students have received direct instruction, engaged in a learning activity, completed a read-aloud, science experiment, etc. It can also occur in more informal situations where a child is drawing and the teacher can ask the child if they would like to tell about their drawing and have the teacher turn it into text. The dictation does not always have to accompany a child's drawing. It may be a child's explanation of what they see in a photograph, what they observe, or what they have experienced. It is the teacher's role to create multiple "inputs" and opportunities for dictation.

The product of a dictation can be used as data for the teacher to determine a students' level of understanding about something that has been taught, and to assess language proficiency and adoption of academic vocabulary. This information may be used by the teacher to modify whole-class, small-group, and individual instruction.

## Implementation

For each thematic unit, students are given multiple opportunities to create drawings. After direct instruction, read-aloud, science experiment, etc. is completed, the teacher asks students to turn to their paper and write/sketch what they've learned or a connection they've made. As students are "writing" their piece, the teacher circulates the room meeting with individuals and asking them to share their work. As students orally share their work, the teacher asks permission to write directly on the student's drawing. If permission is not granted, the teacher can take dictation on a post-it, write the child's name and date, and place it on the picture. The teacher should take dictation frequently to keep a record of students' comprehension and the progression of their oral language. It is highly recommended that the teacher has a system to ensure she meets with all students.

## Photos of Draw and Dictate



Butterfly, butterfly looks so pretty, looks so pretty. Orange and black on the right, orange and black on the left side. Its symmetric, its symmetric.

What do you know about butterflies?  
 What do butterflies eat? They drink the sugar in the flowers.  
 Pair of antennae - Isaac  
 have a head - Michael  
 6 legs - Leilani  
 drink's nectar - Jason  
 have wings - Devin  
 body parts - Ahmad  
 they have antennae

What I learned about butterflies!  
 proboscis  
 compound eyes  
 6 legs  
 a body  
 4 symmetrical wings attached to the thorax. Symmetrical means it reflects beauty and pattern self similarity!  
 The thorax muscles move the wings up and down in a figure eight pattern.  
 The butterfly eats its way out of the chrysalis and waits for the wings to dry by hanging upside down and pumping blood into the wings.

humid  
 Insects  
 compound eyes  
 thorax  
 Proboscis

61212

blueberries

The bears like to eat blueberries. Also the little girl and her mother eats blueberries.