

Chart Dictated Stories



Day One

Preparing for dictation (10-15 minutes)

- Encourage careful observation of the stimulus.
- Elicit and extend oral language relating to the children's thoughts and observations. Use open-ended questions and introduce vocabulary.
- Encourage listening and responding to classmates observations.

Taking dictation

- Put the stimulus aside (out of sight if possible) so the children will be able to devote complete attention to the reading of their ideas.
- Use a large, lined piece of chart paper or newsprint.
- Have the chart attached to a good writing surface.
- Form letters neatly and clearly.

An effective story uses the following procedures:

- Average story length is 25-40 words.
- Record each child's statement immediately after it has been given, repeating the words while writing them on the chart. (Don't change child's statement.)
- Focus the group's attention on the chart during recording so that the children will see the individual words formed and will note the left-right progression of the formation of the words and return sweep of the sentences.
- Include the children's names with the statements they make.
- Include commas, quotation marks, and other appropriate punctuation with each statement.
- At the completion of each statement, direct attention to the chart and pointing to the words, read the sentence aloud.
- Do not put sentences on the chart in list form, one sentence per line. The first sentence should be indented, and each succeeding sentence begins where the previous sentence ends on the chart. This emphasizes the unity of the story and keeps the chart from looking like a large exercise sheet.
- Space words and sentences carefully so that the chart is clear and readable.
- Decide on title

Reading the story

- Teacher reads
- Group choral read

- Individual children read

Conducting immediate follow-up activities

- Locate particular words
- Point to a word in the dictated story
- Print a word from the story on the board

Day Two

- Bring group together
- Choral read story
- Pass out individual copies of stories for personal readers
- Choral read
- Skill lesson
- Students return to seats & draw picture to match story
- Pair read from personal reader

Day Three

- Bring group together
- Choral read story
- Skill lesson
- Students return to seat and read story underlining all of the words that are known
- Center activities to reinforce skill (e.g. cutting pictures from magazines that begin with the sound you worked on and writing the word underneath)
- Sorting words from word bags (when they have enough)
- Making sentences from word bags
- Partner reading from personal readers

Day Four

- Bring group together
- Choral read story
- Skill lesson
- Students return to seat and read story underlining all of the words that are known in a different color
- Center activities to reinforce skill
- Teacher begins to check on known words

Day Five

- Bring group together
- Choral read story
- Review skill
- Continue centers to reinforce skills
- Continue checking on known words

Day by Day Quick Overview



Monday

- Discussion of stimulus
- Taking dictation
- Rereading story
- Immediate follow-up activities

Tuesday

- Rereading story
- Illustrating story
- Teacher-directed follow-up activities

Wednesday

- Rereading story
- Underlining known words
- Teacher-directed follow-up activities
- Independent follow-up activities

Thursday

- Rereading story
- Underlining known words
- Independent follow-up activities
- Teacher checking of known words
- Making work cards

Friday

- Rereading story
- Independent follow-up activities

- Continue checking known words
- Making word cards
- Review of word card banks

This schedule is not meant to be a plan to be followed rigidly. It is presented only to provide an overview of a week's work with one group and to illustrate the chronological order in which the basic steps are implemented. Of course, the independent and teacher-directed skill activities included in the group's program will vary each day. These activities will include skill lessons using the chart and other materials, rereading of current and past dictated stories, and various word bank activities.