

Spelling Dictation

"Construction of the notebooks is the heart of The Writing Road to Reading, the foundation for language arts instruction, and the critical activity for student achievement. It not only provides multisensory instruction of high-frequency spelling words, but also integrates vocabulary instruction with rules of the language."

Spalding, R. B. (2012). *The Writing Road to Reading*. (6th ed.) M. E. North (ed.). New York: NY: Harper Collins, p. 17.

Definition: Dictation is a procedure which involves students analyzing and entering Spalding Spelling/Vocabulary (S/V) Words in a notebook. The Spalding S/V Word List includes over 2,300 words from a basic high-frequency list of words compiled by Dr. Leonard P. Ayres at Columbia Teachers College and additional core vocabulary words (extensions) identified in the Collins COBUILD English Dictionary (1995) and other words that provide practice with phonograms and rules.

Purpose: Teach students to apply the phonograms and rules to spelling and reading words, enabling them to become independent thinkers who understand the structure of the English language.

Spelling Scope and Sequence

Grade Level	S/V Word List Sections	Number of Words
Kindergarten	Sections A-G through Section I (I/P)	276 words
First Grade	Sections A-G through J (M), K-N (I/P)	867 words
Second Grade	Sections K through N (M), O-Q (I/P)	858 words
Third Grade	Sections O through Q (M), R-T (I/P)	747 words
Fourth Grade	Sections R through T (M), U-W (I/P)	750 words
Fifth Grade	Sections U through W (M), X-Z (I/P)	749 words
Sixth Grade	Sections X through Z (M), Content Words	374 words

M = Mastery; I/P = Introduced/Practiced

Reading for Spelling, Reading for Reading

"The more words students analyze and read from their notebooks, the more familiar they become with language and spelling rules."

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Purpose: Daily reading of spelling words by sound or syllable and then reading them as whole words practices segmenting and blending and help students become independent readers more quickly.

Segmenting whole words into sounds helps students spell and decode unfamiliar words.

Blending these sounds into whole words speeds word recognition.

Reading for Spelling Procedure	
Students	1. Read newly dictated words each day by sound or syllable.
	2. Blend sounds to form words as they are pronounced in normal speech.

Reading for Reading Procedure	
Students	1. Read newly dictated words each day in normal speech without stopping to segment.

Reading for Spelling and for Reading Practice	
Suggestions for Success	1. Students read previously dictated words each day.
	2. The more students practice in short time frames throughout the day, the more automatic they will become with word recognition.
	3. Continue practice until students can automatically read these words in text.