

Day A

Get to know the passage

- Instructors read while students follow along.
- Students read while instructors follow along.
- Instructors introduce a new chunk type or review the week’s chunking focus.

Day B

Look back on Day A’s copywork

- Students circle words in Day A’s copywork they think may be challenging to spell in dictation.
- Together, identify the knotty chunks of each circled word.

Day C

Look back on Day B’s copywork

- Students circle words in Day B’s copywork they think may be challenging to spell in dictation.
- Together, identify the knotty chunks of each circled word.
- Together, decide which sentence is the most challenging for your student. They will begin their 10 minutes of copywork with this sentence.

Day D

Look back on Day C’s copywork

- Students circle words in Day C’s copywork they think may be challenging to spell in dictation.
- Instructors lead a discussion of strategies for each of the circled words.
- Together, set a goal for today’s dictation.

Day E

Look back on Day D’s dictation

- Students circle words they found challenging to spell during Day D’s dictation.
- Instructors and students discuss a helpful strategy for each of the circled words.
- Together, set a goal for today’s dictation.

Possible Goals for Dictations

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| <ul style="list-style-type: none"> • I will focus on one word at a time. • I will remember [spelling pattern] for [these words]. • I will picture [these words] in my mind before writing them. | <ul style="list-style-type: none"> • I will write knotty words two ways instead of guessing their spelling. • I will use [this strategy] on [these words] if I don’t know them right away. • I will complete [these sentences (or the entire passage)] within 10 minutes. |
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