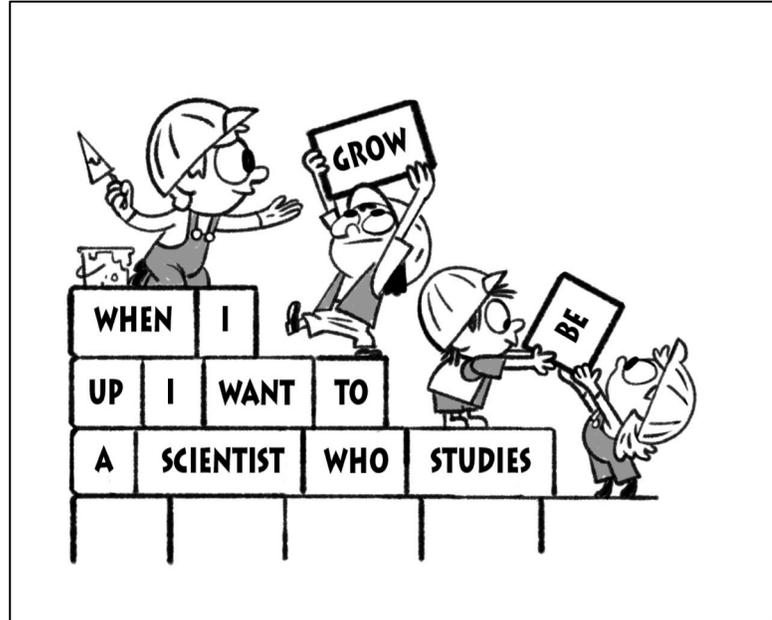


## 49 (N9) Language Experience Approach

There are six basic steps in the approach (Meyerson & Kulesza, 2010):

**1. Students and teacher share and discuss an experience.** This might be a picture, a walking trip around the school, a book, a game, a video clip, or an event in the community.

**2. After the discussion, the teacher elicits dictation from individuals or the group.** The teacher writes learner ideas on a chart or the board for all to see, using the words of learners. When learners need vocabulary, teacher can help provide it, assuring that the group understands the meanings. The writing may make use of writing frames that have been part of previous instruction.



**3. Teacher and students read and revise the writing together.**

The teacher occasionally reads back the dictation, asking if it is what the student intended, encouraging student to suggest changes to improve the piece. In the context of taking dictation, the teacher can teach and reinforce such relevant skills as the vocabulary, letter sounds and patterns, conventions of print like capitalization and punctuation, word endings and parts, and important “mortar” or signal words.

**4. The text becomes a reading text.** Teacher and student read and re-read the text together. Teacher reads, the class reads in chorus, individuals read with others or the teacher, and individuals may read independently. LEA texts can be collected and made part of the classroom library. They can be kept to keep a diary of important class events throughout the year.

**5. Teacher and learners use the piece in follow-up activities,** which might include cloze activities, writing activities, ordering words or sentences from the story; writing original stories using the same structure, etc. Activities can be differentiated by student level. The text can be duplicated or copied by students to use for independent reading, and for selecting and practicing important vocabulary. Beginning students might search for certain words and underline them, read the story in chorus or participate in an oral cloze activity. Intermediate students might unscramble sentences, choose words to enter into their journals, or match sentence strips to sequence pictures from the story. Advanced students might use the piece for silent reading, oral reading, classification activities using vocabulary from the piece, and studying grammatical forms in context.