

FLORIDA TEACHER STANDARDS FOR ESOL ENDORSEMENT (2010)
Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)
Standard 2: Standards-Based ESL and Content Instruction

3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

A Language Experience Approach (LEA) Lesson

Adapted from Gloria T. Poole (2010)



Source: <http://leighfreed.wordpress.com/2011/10/24/language-experience-approach/>

- Go to: <http://www.youtube.com/watch?v=zAMdcyL1RRU&noredirect=1> and view an example of a **Language Experience Approach (LEA)** lesson.

- ❖ **Standard-based instruction** involves directing students to appropriate learning activities; guiding students to appropriate knowledge; helping students rehearse, encode, and process information; monitoring student performance; and providing feedback as to the appropriateness of the student's learning activities and practice performance" ~Merrill, et al, 1999 (Source: Beacon Learning Center).
- ❖ **Language objectives** define the communication skills (language domains) needed to make the content of a discipline comprehensible (Rohwer & Wandberg, 2005).

CLASSROOM SCENARIO

This classroom is located in a bright, sunny corner of an elementary school in northwest Florida. The teacher makes provisions for all her students, including those with disabilities, gifted, and ELs, to read together. On this day, the teacher prepares a **Language Experience Approach (LEA)** lesson. As students begin to walk back from the school cafeteria, after eating a school sponsored breakfast, she tells them to collect five leaves from the school grounds. She asks that the leaves be of different colors, shapes, and sizes.

Upon entering the classroom, the students spread their leaves neatly across their desks. The teacher proceeds with the preliminary activities of the day including attendance, lunch count, and daily routine items. She reviews the morning expectations as she praises individual students for specific behaviors exhibited along the walk back to the classroom. In a cheerful voice, she dialogues with her students about the leaves they collected.

Teacher: *What did we do this morning on the way back to the classroom?*
Students: *We collected leaves.*

Using a mimio projector, the teacher writes the collective responses by all her students. She then prompts them to read what they stated along with her.

Teacher: *How many leaves did you collect?*
Students: *Four said one child. Five, said another correcting the first child.*
Teacher: *Let's all count together: one, two . . . five leaves.*

The teacher prompts her students to touch each leaf as they count aloud. The teacher records the students' responses and once again she prompts them to read what they stated in unison. She continues to lead students through a recording of the entire experience of counting the leaves they collected, identifying similarities and differences among the leaves, and grouping the leaves by colors. The teacher makes sure that all students participate. She even shows some students' leaves to further illustrate the lesson. During the day and on subsequent days, the teacher re-reads the story aloud with her class. She presents more LEA lessons and plans to showcase the students' work by creating a Big Book of language experience lessons to share at the upcoming *Open House*. She also records students' readings, takes pictures of lessons, and puts together a demonstration on her Ipad.

Parents, other teachers, and administrators comment on how well the students are able to read. One parent commented that her child had very good word recognition skills and was reading above grade level. The teacher and students were delighted that others celebrated in their successes.

Based on this scenario, reflect and discuss the following questions.

- a. Briefly describe the professional disposition of this teacher.
- b. How do you know that this teacher has effective instructional management skills?
- c. What strategies were used to support language acquisition for ELs in the classroom?
- d. What grade level might be most appropriate for this type of approach? How might this be modified for another grade level?
- e. Why might other parents want to have their children in this classroom?
- f. Plan an LEA lesson for students in your field experience/practicum.

TIPS for ELs:

1. Pair ELs with a buddy to support their English language development.
2. Unobtrusively make essential corrections when transcribing.
3. Ask students to brainstorm responses in small groups or with a partner prior to sharing with the entire class.

A **Language Experience Approach (LEA)** lesson is an effective way to teach reading. It allows students to directly see the correspondence between spoken and written words. A teacher or an assigned scribe creates text by writing down what students say about a given topic. In this way, all students are given an opportunity to read familiar and meaningful words.