



## LEA – Language Experience Approach

The LEA is a strategy that integrates reading and writing. It takes advantage of an initial highly comprehensible, shared experience that students have (like TPR, a field trip, or an experiment). The students then narrate a description of the activity to the teacher. For students at the earliest stages of literacy development, LEA is an effective way to model the move from oral language to print. For older students, it is a way to model the use of new vocabulary, new sentence structures in writing, and a variety of writing genres.

For students of all ages, LEA has three steps.

1. The first step is sharing a concrete, comprehensible experience. When the concrete experience is complete, the teacher initiates the second step of LEA by gathering the students together and putting them into partnerships.
2. The second step is the narration of the concrete experiences. As the teacher writes what the students narrate, he/she gives a writing mini-lesson, modeling a specific writing skill appropriate for the developmental stage of her students.
  - a. When the teacher invites students to narrate the concrete experience, he/she instructs the students to first talk with their partners in order to collaborate to create a good sentence for the shared writing text.
  - b. While students prepare their sentence with their partner, the teacher listens to their discussions to assess their understanding of the new concepts and the oral discourse pattern they use to discuss these new concepts.
  - c. The teacher then calls on one student partnership and writes down their sentence.
  - d. Then, as the students offer their sentences for placement within the LEA text, the teacher shapes each utterance to match the writing skill and genre she is teaching.
  - e. The teacher continues in this pattern (inviting the students to talk with their partners and then share a sentence, and then adding that sentence to the LEA text) until the text is complete.
3. The third step is reading or writing using the LEA document as a mentor text. Students can read the text in a choral reading or guided reading exercise or revise or edit it or use it to guide them in writing their own texts of the same genre.



# LEA Planning Guide

**Grade Level:**

<p><b>Step 1</b> <b>Sharing a Concrete Experience</b></p>	
<p><b>Step 2</b> <b>Students Narrate While the Teacher Writes</b></p>	
<p><b>Step 3</b> <b>Reading or Writing Focus Using Step 2 Transcript as Mentor Text</b></p>	



