

A Newsletter of the International Literacy Association's Language Experience Special Interest Group

Issue 5

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Newsletter Editor: Dr. Debra Jo Hailey



Jerry Pollotta, LESIG Keynote Speaker

Jerry Pollotta was well-received by the LESIG audience at the 2018 ILA Conference held in Austin last July. Jerry's presentation helped would-be authors to see that simple life experiences can be used as a springboard for telling a story that children need to hear. Such is the case with the many ocean-themed alphabet books he has to his credit as they reflect his childhood experiences of living on the East Coast where he was intrigued by the ocean and its animals. His stories behind the stories were especially interesting as audience members discovered when he took them on a "scavenger hunt" to find the sundry references to The Beatles and their song lyrics within *The Beetle Alphabet Book*. Anyone who has read a book over and over to a child will likely have an appreciation for a book that both educates and entertains a child while, at the same time, keeps the adult reader on their toes as they look for the

adult humor/interests that Jerry weaves into his texts and illustrations. Jerry is quite generous and showed this through giving away many books and taking the time to individualize the inscriptions in each.

ILA LESIG Presentations

Following Jerry's keynote presentation, members of our Language Experience Special Interest Group presented research posters. Each talked about their experiences and student outcomes with using the Language Experience Approach in a variety of settings. Audience members welcomed the opportunity to ask questions as they continued to develop their own understanding of the approach and ways to use it in their classrooms.

Fan Fiction and Language Experience with English Language Learners

Dr. Leslie Haas, Buena Vista University,
Assistant Professor

Using the Language Experience Approach to Establish Shared Meanings as Teaching Dispositions are Developed

Dr. Debra Jo Hailey, Assistant Professor of
Early Childhood Education, Southeastern
Louisiana University

Dr. Stacy Garcia, Instructor of Early Childhood
Education, Southeastern Louisiana
University

Dr. Michelle Fazio-Brunson, Director of
Graduate Programs in Early Childhood
Education, Northwestern State University

Patricia Alexander, Kindergarten Teacher,
Natchitoches Parish Schools

Your LESIG Officers 2018-2019

Officer elections were held at the LESIG annual meeting, which is a recurring event that takes place each year immediately prior to the LESIG presentations at the ILA conference. Open positions that were voted on this year were as follows: Secretary and Member-at-large. We welcome Dr. Dianna Cherie Roberts of Bloomsburg University in Pennsylvania as our new Treasurer. Dr. Roberts mentors pre-service teachers and uses the Language Experience Approach as one of many teaching strategies in her reading courses. Brian Thompson was re-elected for another two-year term as the Member-At-Large and we are glad to have him to continue his dedicated service. We are thankful to all of our officers for their service to this organization and the time they generously donate.

Your 2018-2019 Officers are as follows:

President-Dr. Stacy Garcia, Southeastern Louisiana University

Vice-President-Dr. Dorothy Idris, Laboratory Charter School for Language and Communication

Secretary-Dr. Jane Moore, Dallas

Treasurer-Dr. Dianna Cherie Roberts, Bloomsburg University

Journal Editor-Dr. Michelle Fazio-Brunson, Northwestern State University

Newsletter Editor-Dr. Debra Jo Hailey, Southeastern Louisiana University

Webmaster- Dr. Leslie Haas, Buena Vista University

Member-at-Large-Brian Thompson, Oklahoma State University

Call for Proposals-Due October 22nd

See CFP form after page 4 below

Want to share your research-based language experience activities with others? We would love to hear about it! Here are two ways to share:

Round Table poster presentation
Round Table oral presentation

Send presentation proposals to

Stacy.Garcia@selu.edu

Subject heading:

LESIG Call for Proposals



Language Experience Approach Special Interest Group (LESIG) officers join keynote speaker, Jerry Pollotta, at International Literacy Association Annual Conference 2018. From left to right are Jane Moore, Debra Jo Hailey, Leslie Haas, Jerry Pollotta, Stacy Garcia, and Sheri Vasinda.

Language Experiences Forum

The Language Experience Special Interest Group's electronic international journal is peer-reviewed and published once per year with occasional special issues. What a wonderful opportunity to share your classroom stories and experiences. Go to languageexperienceapproach.weebly.com to see archived journals that can be used as a guideline for expectations.

Next journal submission deadline is

November 1, 2018

Please see additional information in the forms after page 4.

"What I can think about I can talk about. What I can say, I can write, or someone can write for me. I can read what I can write by myself. I can learn to read what other people write for me to read, because most of the words we use are the same."

Roach Van Allen (1917-1998)

Professor Emeritus at the University of Arizona
Early proponent of the Language Experience Approach

Language Experience Approach Explained

by Mary W. Strong, Ed.D.
Professor Emerita
Widener University

The Language Experience Approach (LEA) is based on the following ideas: that the learner is an active user of language, learning is promoted through personal involvement, and communication of meaning is the purpose of language learning. Another important aspect is that the learner's products are valued and are valid materials to be utilized for literacy learning (Landis, Umolu & Mancha, 2010).

The steps followed in the LEA procedure are as follows:

1. The student composes a story (based upon their own experience or upon a book as a stimulus) and dictates her story to the teacher.
2. The teacher reads the student's story to check if the written dictation was correct.
3. The student's draft is completed and the student reads his/her story to the teacher.
4. Any words that the student has difficulty identifying can become part of a word bank for the student.
5. The story could then be printed and reread again by the student or by the other students in the class.

An example of an LEA story composed by a struggling middle school student who recalled being on a hunting trip can be found in Figure 1. Included are the words in the Word Bank that the student miscued when he orally read the story to the teacher. The student practiced the Word Bank so that the listed words will become part of his sight vocabulary.

A great asset of LEA is that the student's reading vocabulary, which is derived from his oral vocabulary, allows for acquisition of sight words, as well as natural semantic and grammatical structures (Ward, 2005). The Language Experience Approach is a total language arts approach that relies heavily upon dictated stories, word banks, and creative writing. Therefore, LEA is also a very

comprehensive methodology that can be used to teach literacy.

Hunting With My Cousin
By B.R.

When I was nine or ten my dad, brother, cousin, and I were hunting with a bow. My cousin, Wes, was sitting in my dad's tree stand. A tree stand is a platform that you stand on up in a tree. My dad and I were driving the woods out. This is when you walk through the woods and spook the deer out. My dad told me to stand at a big tree and two doe came past the tree. A little later a six-point buck came right up about 10 yards away from me. Then I spooked it right to my cousin, Wes. He shot it through the lungs. It ran about 50 yards and died.

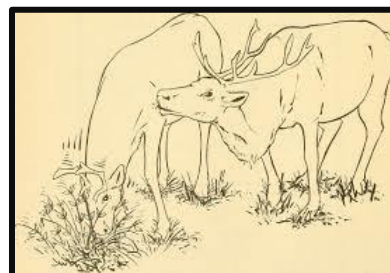
When we got to the stand, Wes said that two doe came right by him and then he turned around and he saw an eight point and he spooked it when he turned around. Then the six-pointer came 27 yards away and he shot it after he saw the other deer.

Word Bank List
buck
six-pointer

Figure 1. LEA Story Written by Middle School Student

References

- Landis, D., Umolu, J., & Mancha, S. (2010). The power of language experience for cross-cultural reading and writing. *The Reading Teacher*, 63(7), 580-589.
- Ward, H. C. (2005). The use of language experience in teaching students with severe learning disabilities. *The Reading Matrix*, 5(1), 16-20.



**Special fall
CONTEST**
**for new members and the ILA
member who recommends them!**

LESIG History and Benefits

There are many benefits to membership in the Language Experience Special Interest Group (LESIG). We are the oldest Special Interest Group of ILA and with that historical place comes appreciation and respect. Membership in LESIG offers many opportunities including annual occasions to present and publish internationally.

Want to know more about this group before joining? Go to our website at

languageexperienceapproach.weebly.com

to read our purpose, by-laws, and
to meet the officers.

We have a special fall offer for new members and
for those who refer them.

Growing and Nurturing

Help us to grow and nurture the next generation of
ILA members!

Do you like new, high quality children's literature?

Here is your chance to get
a new edition for **FREE!**

**For every new LESIG membership form
received by November 1, 2018, both the new
member and the listed referrer will each
receive a picture book that was nominated for
an ILA Teacher's Choice Award.**

Please scroll past page 4 of this newsletter for
Membership Form.



What's Happening in 2019?

**Announcing the Keynote Speaker for the
2019 LESIG presentations at the
International Literacy Association Annual
Conference!**

**Donald R. Bear,
renowned author of
*Words Their Way***



**Check out the new dates for the 2019
International Literacy Conference!
New Orleans, Louisiana**

What: The ILA 2019 Conference

When: October 10-October 13, 2019

This marks two important changes to our annual
conference, beginning in 2019:

- Moving from July to October
- Shifting from a Friday start date to a Thursday start date



***Call for Program Proposals
Language Experience Approach to Literacy
across Content Areas
Special Interest Group Meeting
International Literacy Association 2019, New Orleans, LA***

If you are interested in presenting your research or classroom experiences using Language Experience and interdisciplinary literacy practices with PK-16 students at a roundtable session at the 2019 ILA Conference, please complete this form and email to Dr. Stacy Garcia at stacy.garcia@southeastern.edu by **Monday, October 22, 2018 at midnight**. Please type in the subject heading **LESIG Call for Proposals**. Submissions will be blind-reviewed and notifications of acceptance will be e-mailed in November.

Please note:

- 1- No one may appear more than once on the ILA program. This includes SIG presentations and institutes. The only exception is for those who present as part of official ILA duties (such as ILA officers, editors, or chairs of committees).*
- 2- All presenters must be current LESIG members. (Scroll down for membership form.)*

Format for Proposed Roundtable Presentation (15 minute session):

- Title
- Presenter Information: Name, institutional affiliation, position/title, email address, and preferred phone number for all presenters
- Description of your session and presentation. You may choose oral round table presentation OR poster presentation (maximum 500 words)

**Call for Article Submissions
to the
*Language Experience Forum Journal***

Dear Colleagues,

As either a new member or a longtime member of the Language Experience Special Interest Group (LESIG) of the International Literacy Association, you can become familiar with our electronic refereed journal by perusing articles in archived journals at languageexperienceapproach.weebly.com. We hope you enjoy reading the articles submitted by your colleagues and find opportunities to apply the information learned from them. We want to learn from you too!! How have you been using the Language Experience Approach in your classroom? Please consider sharing some of your experiences to help all of us in our learning journey.

You are invited to submit articles for review using APA formatting to be considered for the *Language Experience Forum Journal*. This journal is an electronic refereed journal of the LESIG of the International Literacy Association. The journal is aimed at teachers of literacy at all levels. It provides a forum for discussion of ideas and issues related to the teaching of literacy to all groups of students and across multiple disciplinary areas. There is a section devoted entirely to research and another section devoted to field experiences with learners of all ages, including teacher development.

The next submission deadline is **November 1, 2018**. Articles submitted after this deadline will be considered for future publications.

Type **LESIG article submission** in the subject line and submit articles to the editor, Michelle Fazio-Brunson at faziom@nsula.edu

LESIG MEMBERSHIP

Please complete the form below to join or renew your membership. FREE membership! Send form to:

Jane Moore
1711 Serenade Lane, Richardson, TX
75081
drjanemoore@gmail.com

Select one ⇨: ☐ new member ☐ renewal

Select one ⇩:

- ☐ regular membership
- ☐ student membership
- ☐ graduate student membership
- ☐ retired membership



Your name: _____

Your physical mailing address: _____

Home Phone: _____ Business phone: _____

Fax: _____ E-Mail: _____

ILA Membership number: _____ **Expiration date:** _____

Name and mailing address of ILA member who recommended that you join the LESIG.

(Must complete this information and submit by November 1, 2018 in order to receive FREE picture book.)

Name

ILA Membership number

Physical Mailing Address

Note: It is important that all LESIG members include their “official” ILA membership numbers so LESIG can maintain an active role at the ILA conferences. Please take a moment to document your ILA membership number . . . it counts a lot!