



## Kindergarten Assessment

Write about your trip to the ENC.

What did you do?

What did you like?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for writing.

Please do one of the following:

Ask students to write one or two sentences and then illustrate them.

Ask each student to dictate words and sentences about their ENC field trip using the Language Experience Approach (LEA), and write the dictation for them. Read more about LEA on the back of this page.

### **LEA involves these steps:**

The Language Experience Approach is an effective way to help children emerge into reading. Even students who have not been successful with other types of reading activities can read what they have dictated. In this shared writing activity, reading and writing are integrated because students are actively involved in reading what they have written. The text they develop becomes the reading material.

1. Provide an experience. Teachers provide an experience to serve as the stimulus for the writing. (This would be their trip to the ENC).
2. Talk about the experience. The teacher and children talk about the experience to generate words, and they review the experience so that the children's dictation will be more interesting and complete. Teachers often begin with an open-ended question, such as "What are you going to write about?" As children talk about their experiences, they clarify and organize ideas, use more specific vocabulary, and extend their understanding.
3. Record the child's dictation. Teachers write texts for individual children on sheets of paper or in small booklets and group texts on chart paper. Teachers print neatly and spell words correctly, but they preserve students' language as much as possible: Although it is a great temptation to change the child's language to the teacher's own, in either word choice or grammar, editing should be kept to a minimum so that children do not get the impression that their language is inferior or inadequate. For individual texts, teachers take the child's dictation and write until the child finishes or hesitates. If the child hesitates, the teacher rereads what has been written and encourages the child to continue.
4. Read the text aloud, pointing to each word. Teachers read the text aloud to remind children of the content of the text and demonstrate how to read it aloud with appropriate intonation. Then children join in the reading.
5. Extend the experience. Teachers encourage children to extend the experience through the addition of illustrations to their writing.

Tompkins, G. E. (2006). *Literacy for the 21st Century: A balanced approach* (4th ed.). New Jersey: Pearson Merrill Prentice Hall.