

Language Arts Teaching Philosophy

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As a future teacher, I plan on implementing language arts in as many lessons as I can. I feel that implementing language arts with other subjects will help my students be able to apply the knowledge they learn during language arts lessons. Along with that, I plan on doing daily reading groups, silent reading, and whole group instruction that includes hands on activities and games (Tompkins, 2016). Reading groups will be conducted everyday and one of the stations will be with the teacher. I will also implement a daily writing journal in these reading groups. I also believe that words their way is an excellent way to break down words and understand the word parts. I think this is a great alternative to spelling tests and focuses on comprehending the word rather than just memorizing. Along with that, I firmly believe in the use of portfolios. “Portfolios are systematic and meaningful collections of artifacts documenting students’ language arts development” (Tompkins, 2016). Students will benefit from the use of a portfolio by having the ability to look back at their work and see how far they have come. A portfolio is a useful tool for students when they become discouraged, for me as a teacher to monitor progress, for the parents to see how their student is performing, and for administration to have evidence if a student is in need of interventions.

Citations

Tompkins, G. E. (2016). Language arts: patterns of practice. Boston: Pearson.

