

Language Arts Philosophy

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My Language Arts Philosophy is to provide my students with any tools they may need to get them to the level they need to be at, in order to move onto the next grade. I will strive to make any differentiation needed to help my students reach their full potential when it comes to speech, reading, writing, and spelling. Classroom experience helps to enhance students in the six elements of language arts and I hope to enforce these skills that will better help the students with their communication and understanding, which is essential in today's world. I will use multiple strategies in the classroom in hopes they will be useful for my students, for not everyone learns in the same way and that is a vital thing to understand as an educator. I will set aside time every morning to focus on language arts. It is said that every literacy program should contain phonics, vocabulary, fluency, phonemic awareness, comprehension, and writing (Jones, 2016). I hope to bring all six of those things into my classroom by doing morning rounds and have that based purely on language arts. I will have several selections for the students to choose from to do such as; writing, sight words, typing, read-to-self, partner read, etc. I hope my students will understand how important these skills are for their future, but also that it is okay if they are not completely on track in some areas. I will do the best I can to help get my students up to their correct skill level for their age. I want my students to know that I am here to help them and ensure a safe and fun learning environment at all times.

## References

Jones, E. (2016). Six Components of an Effective Literacy Program | DataWORKS. Dataworks Educational Research. Retrieved 14 December 2017, from <https://dataworks-ed.com/blog/2016/02/six-components-of-an-effective-literacy-program/>

