Language Arts Philosophy

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In my classroom, students will be actively engaged in the learning process of the six modes of language arts – listening, speaking, reading, writing, viewing, and visually representing. This engagement will come in the form of active learning where students will have a chance to make decisions within the learning process (Watkins, Carnell, & Lodge 2007, p.71). My classroom will also use multiple intelligences – musical, spatial, linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalist – to assist in the engagement of my students while learning (Armstrong, 2009, p.6-7). These eight intelligences will be used to differentiate instruction of learning to where students can use their unique blend of intelligences (Armstrong, 2009, p.122).

I will do so by incorporating a variety of literature focused units, reading and writing workshops, and thematic units. Literature focused units focus on one book to teach a variety of language arts skills to a whole class and are crucial for the standard based curriculum that is required for all classrooms (Tompkins, 2016, p. 31-32). Reading and writing workshops and thematic units are focused on giving the students choices in the books or topics that they use to facilitate the learning of the six modes of language arts. These choices increase the students' active learning and both of the workshops let students work at their own pace on a topic of their own choice (Tompkins, 2016, p.34-35). Thematic units give students the ability to learn new information while using the six modes of language arts to record, make visual representations and create projects to share new information with the class (Tompkins, 2016, p.36). These type of units and workshops will keep students in the active learning process and have the ability to include multiple intelligences to differentiate lessons for each individual student.

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