Language Arts Philosophy

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 In my future classroom, I plan on teaching language arts using the curriculum CAFE along with daily 5 and literature circles. This way of teaching language arts will “engage students, fostering ownership and accountability to reach goals” (Boushey & Moser, 2017). In my future classroom, I want my students to feel like they have ownership of what they are reading and writing. Research shows a technique that works best with the CAFE model, which is “the gradual-release-of-responsibility model” this is where “teachers gradually release the responsibility for a task to students through four components: demonstration, shared demonstration, guided practice, and independent practice” (Buchan, 2016). This is how I plan to bring the CAFE menu into my classroom. This will help the students to understand exactly what is expected of them when using each of the strategies. I will start this model in one of my three whole group lessons during the block. After the students understand the expectations of them with a new strategy I will conference with them to help them understand more fully how the strategy will work for them. Conferencing will take place on rounds, which will be in between the whole group lessons. Also on one of the rounds I will have a small group. This will allow me to work with students who need more from me. To end the language arts block the students will meet in literature circles. Literature circles help students, because they “are reading and discussing something that interests them and is manageable in a supportive community of learners” (Tompkins, 2016, p.32). Overall, my future language arts block will have the students actively engaged in reading and writing and taking accountability for their learning with guidance from me.

References

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