**EDUC 580 Children’s and Adolescent’s Literature**

**Artifact Description:**

The artifact that I chose to use for this course is called a Spotlight Binder to go along with my final project and my Bistro style library corner.

**Professional Growth and Development:**

Each year I introduce my first grade students to a variety of genres including biographies however, my students don’t typically select biographies on their own when given the opportunity. Last year I made a concentrated effort to motivate my students to select more non-fiction books. I want them to take risks and try making sense of more difficult tests. In the fall, I hope to motivate my students to take risks by selecting biographies. After a quick Google search, I discovered the Who Was…? Series. The series has almost 100 books that are approximately 100 pages long and cost about $5.00 each. The binders will contain four parts; 1) Interest Inventory, 2) Reading Record, 3) Reading Response, and 4) Want to Read Section. They key to the success of these binders will be the time my students spend conferencing with me along with the time they spend on task reading. I hope to motivate and guide my students to self select books and fuel their love of reading.

This course has made me rethink my role as a reading teacher. Donalyn Miller could have been writing about me on pages 11-18 when she shares her wake-up call. I, too, have been on a quest to find and read all the books written by the leaders in the field of literacy. I, too, have hungrily devoured the words of great teachers who had tapped into successful methods of teaching reading. I, too, have set up what I thought was best practice for my stuents to learn to read and write independently. I was giving my students choice fo material, time to read, etc… Then why didn’t I see the love of reading overflowing in the hearts of my students? What did I miss? I felt like a failure and have seriously considered a career change on many occasions. The Book Whisperer has given me new hope and has motivated me to restructure my reading instruction. Readicide reinforced my views on what districts need to do save our students from the spiral downward. Together, the two books have set me on a path to be an agent of change in reading education.

Our district is currently working on developing our power standards. We are working toward creating common formative assessments for both Language Arts and Math. I believe this work along will set the stage for grand conversations about our philosophy before digging deeper into the curriculum.

**Impact on Student Learners:**

As our teachers continue to have conversations about how students learn to read, they will begin to develop a curriculum that not only fosters the love of reading but also demonstrates an increase in student achievement.

**Application of Standards:**

Standard 7: Teachers are able to plan different kinds of lessons.



