

# Advocating for Children's Rights to Read

**A manual for enacting the rights in classrooms, communities, and the world**



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# INTRODUCTION

**The International Literacy Association (ILA) has long recognized the right to read as fundamental and inalienable. We know reading enriches the life of an individual personally, socially, and culturally.**

**T**HIS PHILOSOPHY is the driving force behind all that we do—including our [Children’s Rights to Read](#) campaign, an initiative aimed at ensuring every child, everywhere, has access to the education, opportunities, and resources needed to read.

At the center of the campaign are [10 rights](#) that ILA asserts all children deserve and must be protected—such as the right to read for pleasure and the right to supportive reading environments with knowledgeable literacy partners. In addition, a supporting document, [The Case for Children’s Rights to Read](#), provides the research behind why each right was carefully selected.

This guide—written specifically for teachers and reading/literacy specialists, administrators, school and public librarians, families and caregivers, and policymakers—is the next step. It includes several recommended action items for those in each of the aforementioned groups as well as suggestions for how to accomplish the actions and ensure the rights to read are met across the globe.

This guide can be used individually or as a conversation starter with colleagues and members of your community.

Before you begin, we recommend asking yourself, “How can I support and enact Children’s Rights to Read?”

This is a question everyone who works with children or who values the role of literacy should be asking. As we shared in *The Case for Children’s Rights to Read*, “Teaching children to read opens up a world of possibilities for them. It builds their capacity for creative and critical thinking, expands their knowledge base, and develops their ability to respond with empathy and compassion to others.”

Literacy and access to quality literacy instruction and resources is an issue of equity and an issue of social justice. Being literate represents the difference between inclusion in and exclusion from society. Examining how we are providing literacy experiences to children is critical to fulfilling this basic human right.

## About Children’s Rights to Read

The Children’s Rights to Read initiative, launched by the International Literacy Association (ILA) to ensure every child has access to the education, opportunities, and resources needed to read, focuses on 10 rights essential for individuals to reach full personal, social, and educational potential. The global campaign asserts and affirms ILA’s commitment to its mission of literacy for all and offers a framework for partnerships and action. To learn more and sign the pledge to support the rights, visit [rightstoread.org](http://rightstoread.org).



Illustration by P.J. Lynch

# HOW TO USE THIS GUIDE

**F**IRST, COMPLETE the following survey. This will help you evaluate practices in your classroom, school, district, library, home, or community.

After reflecting on your answers, find your role in the pages that follow (Teachers and Reading/Literacy Specialists, Administrators, School and Public Librarians, Families and Caregivers, or Policymakers), read the action items, and consider the suggested statements for accomplishing each action. Some actions can happen immediately. Some will require time, resources, training, and collaboration.

## Assessing Current Literacy Practices

Use this questionnaire to examine your own or your community's literacy practices. You can use this independently or with a professional learning network.

Indicate the accuracy of each statement on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*).

- Children in my school/home/community have access to a variety of reading materials, both print and digital.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

- Children in my school/home/community are excited about reading.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

- Children in my school/home/community have access to reading materials—print and digital—that reflect their identities and lived experiences and that offer insight into the identities and lived experiences of others.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

- Children in my school/home/community talk enthusiastically about their reading experiences.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

- Children in my school/home/community visit the school and public library voluntarily.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

- Children in my school/home/community are supported by well-prepared literacy partners.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

- Children in my school/home/community read for pleasure.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

- Children in my school/home/community have designated time to read.

☐  
1

☐  
2

☐  
3

☐  
4

☐  
5

Reflect on the results. Which areas are strengths? Which areas need improvement?

Your answers will help guide your thinking as you read through this manual and brainstorm ways to take action.

# TEACHERS AND READING/ LITERACY SPECIALISTS

There is no high-quality literacy learning without knowledgeable literacy partners leading the way. You can be an advocate for each one of your students, every day, by protecting their rights to read.



## 1. ENCOURAGE colleagues and administrators to **prioritize** Children's Rights to Read.

Share [The Case for Children's Rights to Read](#) with colleagues. Dedicate a meeting to exploring [the 10 rights](#) and identifying how your school currently supports students' literacy development. Brainstorm ways to increase student opportunity to read using the rights as a framework.

**Compel** administrators to schedule a time for faculty and staff to [sign the pledge](#) to support Children's Rights to Read. Administrators have a profound influence on creating a culture within a school that values literacy, and making time to sign the pledge sends a strong message that the administration is committed to a school climate that prioritizes reading.

**Create** a book club with faculty and staff to talk about children's literature and to introduce new text types—visual, multimedia, nonfiction, fiction, and audio—as well as to discuss what students currently read in class. Publicize what you're reading to spark informal conversations with students and their families and caregivers.

**Complete** your [textual lineage](#)—texts you have read that have been significant in shaping your identity—with colleagues as a reminder of how literacy influences our lives.

**Create** print-rich environments that reinforce Children's Rights to Read. Order the [poster](#) and hang it up in your classroom along with pictures of your students and other members of your school community reading different types of texts in a variety of places.

## 2. CULTIVATE a **truly inclusive** classroom library.

**Check** for bias and other issues by [auditing](#) the books in your classroom library. Determine absences and silences. Fill the voids.

**Ask** students what they like to read and get recommendations from the entire school community. Put suggestion boxes in several locations to make it easier for people to contribute ideas.

**Share** a range of text types with students, including multimedia, visual, audio, and graphic novels. These [student texts](#) are a great place to start.

**Incorporate** a wide variety of genres. Expose students to science fiction and travel guides and everything in between and beyond as they explore their own reading preferences.

**Include** texts that reflect the identities and lived experiences of the students in your classroom as well as texts that provide a glimpse into the lived experiences of people whose identities they do not share. These are often referred to as windows, mirrors, and sliding glass doors—terms popularized by scholar Rudine Sims Bishop.

### 3. **PRIORITIZE** scheduled, uninterrupted, and **extended time** for students to have literacy experiences.

**Read** aloud to students regularly, even in secondary classrooms. Students can comprehend texts that are two reading levels above their independent reading level when listening to a read-aloud. Invite other adults to be read-aloud guests in your classroom.

**Take** students to the library. Regularly scheduled time in the library gives students a chance to explore different ways of reading. Create a scavenger hunt that invites students to explore all that the library has to offer. Check out these predesigned [ideas](#). For schools without a library, arrange a visit to a community library or from a mobile library if available.

**Facilitate** opportunities for students to talk informally about what they are reading without being graded. Casual [book talks](#) or walk and talk with a peer are great ways for students to talk about what excites them in their reading.

**Establish** a web-based platform to publish student writing about what they are reading. The school community can use this channel to share titles, swap books, recommend authors, and talk about what they are reading.

**Keep** print newspapers and magazines on a variety of topics in the classroom. Make these available for students to leaf through and read independently or talk about with peers.

### 4. **ENGAGE** families, caregivers, and the community to build **positive, meaningful** relationships.

**Conduct** an annual community book drive. Check out The Children's Book Bank's [How to Organize a Successful Book Drive](#) to get started. Engage students in determining how to sort and organize the donated books and then make these books available to students and families at a book swap event.

**Build** a [Little Free Library](#). Coordinate with families, caregivers, and community members to identify book deserts in your community and then construct libraries for those who live there.

**Partner** with the local public library system to audit their collection. Look for representation of author, character, and content of material as well as text type—visual, multimedia, nonfiction, fiction, graphic novels, and audio. Make suggestions and recommendations when appropriate.

**Start** a [#weneeddiversebooks](#) campaign through an online forum for students, families, caregivers, and members of the community to share what they read. These [suggested resources](#) from We Need Diverse Books will get you started.

**Share** [The Case for Children's Rights to Read](#) with families and caregivers. Identify how your school is prioritizing students' literacy development and why partnering with families and caregivers is important. Encourage families to [sign the pledge](#) to support the rights.

# ADMINISTRATORS

**Your leadership sets the tone for how literacy is viewed across the disciplines. Make literacy the foundation of all that you do to protect your students' rights to read.**



## 1. PRESENT the Children's Rights to Read **resolution** to your board of education for adoption.

**Share** [The Case for Children's Rights to Read](#) with members of the school board. Identify the importance of prioritizing students' literacy development. Encourage members of the board to [sign the pledge](#) individually or as a group, representing the entire board, school, or district.

**Recruit** other administrators to support districtwide adoption of the rights and demonstrate their support through attendance at a board meeting calling for districtwide adoption. Review the [rights](#) with them and encourage them to [sign the pledge](#) ahead of the board meeting.

**Present** the [resolution](#) for your board of education to adopt the Children's Rights to Read districtwide. Do this alone or with support from other district administrators.

## 2. MAKE literacy the **anchor** of the important work you do in your school/district.

**Review** the budget to ensure money is being allocated toward providing students with a variety of reading materials. Order new books every year, if possible. Stock classroom libraries and the school media center with texts that represent the diversity of the school and the world. In addition, ensure the budget protects the qualified, knowledgeable literacy professionals—such as reading/literacy specialists, librarians, and media specialists—required to assist students with these texts.

**Dedicate** time in the master schedule for independent reading and designate dedicated reading-only spaces for students. Unless the time is scheduled and spaces are provided, priority will not be given. Identifying a set block of time per week for schoolwide, independent reading sends a strong message that you view literacy as an integral piece of the work you do. Check out these examples of [teacher-created reading spaces](#) for inspiration.

**Support** the practice of classroom [read-alouds](#). Offer to visit classrooms as a guest reader. Encourage teachers to include families and caregivers in this practice as well.

**Order** and display the Children's Rights to Read [poster](#) in your school, library, and offices. Encourage teachers to display the poster in their classrooms and to [sign the pledge](#).

**Download** and share the [10 Children's Rights to Read](#). They are currently available in eight languages.



**Host** a family night to share [The Case for Children's Rights to Read](#) with families and caregivers. Have the 10 rights, in multiple languages, on hand. Let them know how your school is prioritizing students' literacy development and why partnering with families and caregivers is important. Encourage them to [sign the pledge](#). In addition, host the same meeting at the public library during the day on a weekend to provide an opportunity to those families and caregivers unable to attend the meeting held at school.

**Start** a weekly or biweekly newsletter to highlight student reading experiences, share new reading materials, and announce literacy events on campus with families, caregivers, and the community. This can be distributed via email or, if resources allow, printed and shared.

### 3. USE Children's Rights to Read as a **guide** to create professional development (PD) and professional learning (PL) **opportunities** for faculty and staff.

**Review** and discuss the Children's Rights to Read with faculty and staff. Listen to ways faculty and staff provide student literacy experiences. Assemble a list of PD/PL needs from the faculty and staff. Ask them what they need more of and find ways to meet their needs.

**Designate** PD/PL days for teachers to read and review grade-level texts, audit classroom libraries, and make new text recommendations. Secure substitute coverage for teachers to do this work.

**Fund** PD/PL opportunities outside of school and, if resources allow, out of state. The more opportunities teachers have to network with like-minded professionals and learn what others are doing to ensure high-quality literacy instruction in other areas of the country and world, the more your school and students will benefit. Also make sure teachers have substitute coverage that is not paid for out of their pockets.

**Schedule** Each One Teach One sessions for teachers to share successful strategies that enhance student literacy experiences. Teachers and librarians sign up to share a single best practice or strategy that addresses Children's Rights to Read and is something specific that others can immediately apply. Internal PD/PL honors knowledge and expertise within the building and builds camaraderie among colleagues.

**Pay** for annual memberships to professional literacy organizations, such as ILA or the [American Library Association](#), for your faculty and staff. Support their attendance at regional or national conference events hosted by these and other professional organizations focused on literacy and the rights to read.

**Partner** with local colleges and universities to facilitate on-site PD/PL in literacy instruction and look to literacy organizations for online PD/PL opportunities. Pay for teachers to attend.



# SCHOOL AND PUBLIC LIBRARIANS

The library should be viewed as a staple of your community and school. Your leadership is not only valuable but also essential in the campaign to protect all children's rights to read.



## 1. BE a **literacy leader** in your building and help promote a lifelong love for reading among all children.

**Highlight** and publicize new titles from a wide range of reading materials—visual, multimedia, nonfiction, fiction, graphic novels, and audiobooks—and a diversity of authors, characters, and settings. Let your enthusiasm be contagious. [ILA's Choices booklists](#) are a great place to search for new titles.

**Make** checking out books as easy as possible. Create a library card sign-up program, particularly aimed at young readers, that includes a celebration and sets the stage for the library as a community fixture. Consider eliminating late fees or restrictions on how many books a student can borrow.

**Create** a section of the library stocked with books that are frequently banned or challenged. Attach an informational paragraph to each book, describing where and why the book was banned or challenged. Include questions for students to dialogue about the book specifically and banned books generally. The American Library Association publishes [a list](#) of frequently banned and challenged books. Sharing these titles sends a strong message that, as a literacy leader, you will not allow these voices and stories to be silenced.

**Implement** a book suggestions box for student picks to recommend new material to be added to the library/media center collection. Publicize when a student pick is added.

**Host** an event for families, caregivers, and community members to share library resources and to talk about what they are reading. Share [The Case for Children's Rights to Read](#) and encourage attendees to [sign the pledge](#). Concentrate on ways to make the event meaningful and engaging, avoiding the one-and-done approach. Successful initiatives should be sustainable. This [article](#) from the *Journal of Library User Experience* provides a look at how engagement varies across age levels and aims to help librarians understand their target audience and deepen engagement.

**Partner** with classroom teachers and reading/literacy specialists and suggest resources to support classroom literacy experiences. Make sure the library is integrated seamlessly into lessons across the content areas so it is viewed as an intrinsic part of learning and not an add-on.

## 2. ESTABLISH a library space that is **welcoming** and **accessible** to children of all backgrounds, abilities, and interests.

**Create** a listening center where students can enjoy audiobooks. Set up devices in a cozy area of the library/media center where students can sit, with others or alone, and listen to an audiobook.

**Evaluate** your collection for diversity. This [article](#) from the *School Library Journal* offers valuable insight into how to conduct a library audit.

**Provide** a wide range of print, digital, and multimodal reading options for students.

**Designate** a NO SHHH Zone for auditory learners and verbal processors. Reserve this space in the library for students to talk about what they are reading without worrying about their volume and excitement or distracting other library visitors.

**Familiarize** yourself with the current publishing landscape and advocate for more diversity in new works published. Review these [baseline data](#) to help you.

**Partner** with local colleges and universities to advocate that programs preparing preservice librarians incorporate the importance of examining diversity and bias within publishing.

## 3. RECOGNIZE the importance of **continued learning** for school and public librarians and insist on receiving these opportunities.

**Join** an organization such as the [American Library Association](#), the [Black Caucus of the American Library Association](#), the [American Association of School Librarians](#), the [International Board on Books for Young People](#), or the [International Federation of Library Associations and Institutions](#). Attend their annual conferences or national meetings.

**Present** what you learn at professional development (PD) and professional learning (PL) opportunities to your administration or library director and offer to conduct workshops for faculty and staff.

**Establish** a book club with faculty and staff to allow for reflective time with colleagues and opportunities for critical thinking and discussion.

**Encourage** school/library leadership to draft a policy on continued PD/PL. In addition to prioritizing the learning opportunities, ensure that the benefits to motivation and morale are not overlooked. This [article](#) provides a great resource for getting the conversation started on why PD/PL for librarians matters.

# FAMILIES AND CAREGIVERS

**You are your child's first teacher. By setting your children up for reading success before they enter school and continuing to be a reading role model throughout their schooling, you are putting them on the path of achievement throughout their life.**



## 1. MAKE visits to the library a **regular** family activity.

**Download** the [Children's Rights to Read](#) in your native language and discuss the 10 rights together. Talk about how public and school libraries are currently meeting those rights. Talk about how public and school libraries are not currently meeting the rights. Draft questions for your public and school library staff to help ensure the rights are being met.

**Host** a family or neighborhood library sign-up night. Help one another sign up for library cards. Identify the library branch(es) closest to your home, school, and work. Explore the programs and services offered at the public library. Pick one program to attend.

**Learn** how to use the online library system. Learn, alongside your child(ren), how to explore the catalog and place a hold, along with how to access basic information such as hours and the events calendar.

**Commit** to visiting the public library as a family at least twice each month.

## 2. MAKE reading a family **habit**.

**Keep** a variety of reading materials available at home, including newspapers, magazines, graphic novels, audiobooks, multimodal texts, fiction, and nonfiction. Find reading materials in [Little Free Libraries](#) in the community, in addition to borrowing from the public and school libraries, to access new materials.

**Model** reading at home. Show your family that you prioritize reading daily. Aim for 20 minutes per day. Everyone can read their own books together or read aloud to one another.

**Talk** about what you read with members of your family. Ask your family to talk about what they read, too. This can happen right after daily reading or as part of a different daily routine such as the daily commute, during a meal, or before bed.

**Introduce** literature on social justice issues for the sake of building socially conscious children and fostering real-world connections to what children read. Talk and read about topics surrounding human rights such as voting rights, current social movements, fair housing, affordable health care, and living wage, or other topics that you find appropriate and suitable for the age of your children.



### 3. **ADVOCATE** for Children's Rights to Read in your child's learning.

**Order** the Children's Rights to Read [poster](#) and share it with your child's teacher. Ask the teacher to display the poster in the classroom.

**Share** [The Case for Children's Rights to Read](#) with your child's school. Ask the teacher, director, librarian or media specialist, and other faculty and staff how the 10 rights are being prioritized. Encourage them to [sign the pledge](#).

**Support** changes needed, if any, by attending a school board meeting. This is the easiest way to bring your concerns to the attention of district leadership, and you can rally support from other families, caregivers, and community members.

**Volunteer** to participate in activities that involve family and community partners. Take advantage of opportunities that show you value the importance of literacy. Research has shown that schools with high levels of family involvement have higher levels of reading achievement.

# POLICYMAKERS

Understanding the impact literacy has on society—and the detrimental consequences when access is denied—is critical. Do your part to ensure these rights by making high-quality instruction and access a priority.



## 1. MAKE Children's Rights to Read part of your **platform**.

**Display** the Children's Rights to Read [poster](#) visibly in your office and share [the 10 rights](#) on your social media channels.

**Talk** about the Children's Rights to Read campaign with constituents and colleagues. Listen for ideas to increase literacy experiences for children in the community. Review current policies and add ideas.

**Attend** library events that promote Children's Rights to Read.

**Host** a town hall-style meeting to discuss Children's Rights to Read, present [The Case for Children's Rights to Read](#), and encourage members of the community to show their support by [signing the pledge](#).

## 2. PRIORITIZE literacy by allocating **substantial funding** for literacy education and resources.

**Survey** school faculty and staff. Ask about current practices that support literacy education. Ask faculty and staff what additional funding is needed to meet the literacy rights of children and advocate for funding in the areas identified to increase student literacy experiences in school.

**Recognize** the importance of specialized literacy professionals, school librarians, and media specialists in providing high-quality literacy instruction and resources and serving as partners with classroom teachers. Advocate for funding to ensure these critical positions are filled and protected.

**Host** a talkback with members of the community and the public library staff to learn about what programming to support literacy experiences currently exists. Gather information about what areas need more support and allocate the funding of those (and new) public library programs and events to meet [Children's Rights to Read](#).

### 3. ENSURE teacher preparation and professional development (PD) program requirements meet **rigorous** literacy standards.

**Review** what your state and district require for certification and coursework related to literacy instruction and librarians/media specialists, and partner with colleges and universities to review those requirements and support programs that prepare highly qualified educators and librarians/media specialists for work in schools and school and public libraries.

**Advocate** for your local universities and education organizations to adopt ILA's [Standards for the Preparation of Literacy Professionals 2017](#), which sets the criteria for developing and evaluating preparation programs for literacy professionals.

**Examine** current PD requirements in your state/region. Are unnecessary barriers in place that limit when and where faculty and staff can receive their PD and get credit? Ensure opportunities abound—in school, in and out of state, and online—for educators to gain access to the latest, research-based resources and the most up-to-date literacy practices from reliable, knowledgeable sources.



# RESOURCES

We encourage you to reflect on what you've read in this guide with peers and colleagues to determine the most feasible starting place. Remember that even small changes can have long-lasting, far-reaching effects.

There are many resources that can aid you in this important work. The following were consulted and used throughout the development of this guide.

- American Association of School Librarians, [ala.org/aasl](http://ala.org/aasl)
- American Library Association, [ala.org](http://ala.org)
- The Black Caucus of the American Library Association, [bcala.org](http://bcala.org)
- "Book Talk Example," YouTube, [youtu.be/DwyEy8Rpi7E](https://youtu.be/DwyEy8Rpi7E)
- *The Case for Children's Rights to Read*, International Literacy Association, [literacyworldwide.org/docs/default-source/resource-documents/the-case-for-childrens-rights-to-read.pdf](http://literacyworldwide.org/docs/default-source/resource-documents/the-case-for-childrens-rights-to-read.pdf)
- "Classroom Library Questionnaire," Lee and Low Books, [leeandlow.com/uploads/loaded\\_document/408/Classroom-Library-Questionnaire\\_FINAL.pdf](http://leeandlow.com/uploads/loaded_document/408/Classroom-Library-Questionnaire_FINAL.pdf)
- "Diversity Auditing 101: How to Evaluate Your Collection," *School Library Journal*, [slj.com/?detailStory=diversity-auditing-101-how-to-evaluate-collection](http://slj.com/?detailStory=diversity-auditing-101-how-to-evaluate-collection)
- "Effective Schools in Reading: Implications for Educational Planners," The International Association for the Evaluation of Educational Achievement, [files.eric.ed.gov/fulltext/ED360614.pdf](http://files.eric.ed.gov/fulltext/ED360614.pdf)
- "Frequently Challenged Books," American Library Association, [ala.org/advocacy/bbooks/frequentlychallengedbooks](http://ala.org/advocacy/bbooks/frequentlychallengedbooks)
- "Fun Activities @ Your Library," Association for Library Service to Children, [ala.org/alsc/issuesadv/kidscampaign/libraryactivities](http://ala.org/alsc/issuesadv/kidscampaign/libraryactivities)
- *How to Organize a Successful Book Drive*, Children's Book Bank, [childrensbookbank.org](http://childrensbookbank.org)
- "Meet Them in the Moment: Engaging Public Library Patrons When It Matters Most," *Journal of Library User Experience*, [quod.lib.umich.edu/w/weave/12535642.0001.404?view=text;rgn=main](http://quod.lib.umich.edu/w/weave/12535642.0001.404?view=text;rgn=main)
- "Plans and Tips for Library Builders," Little Free Library, [littlefreelibrary.org/build](http://littlefreelibrary.org/build)
- *The Power and Promise of Read-Alouds and Independent Reading*, International Literacy Association, [literacyworldwide.org/docs/default-source/where-we-stand/ila-power-promise-read-alouds-independent-reading.pdf](http://literacyworldwide.org/docs/default-source/where-we-stand/ila-power-promise-read-alouds-independent-reading.pdf)
- "Revisiting Read-Alouds: Instructional Strategies That Encourage Students' Engagement With Text," *Reading Rockets*, [readingrockets.org/article/revisiting-read-alouds-instructional-strategies-encourage-students-engagement-text](http://readingrockets.org/article/revisiting-read-alouds-instructional-strategies-encourage-students-engagement-text)
- *Standards for the Preparation of Literacy Professionals 2017*, International Literacy Association, [literacyworldwide.org/get-resources/standards/standards-2017](http://literacyworldwide.org/get-resources/standards/standards-2017)
- "Student Texts," Teaching Tolerance, [tolerance.org/classroom-resources/texts](http://tolerance.org/classroom-resources/texts)
- "The Textual Lineage of a Teacher," Teaching Tolerance, [tolerance.org/magazine/the-textual-lineage-of-a-teacher](http://tolerance.org/magazine/the-textual-lineage-of-a-teacher)
- "Training and Development for Librarians: Why Bother?," Library Connect, [libraryconnect.elsevier.com/articles/training-and-development-librarians-why-bother](http://libraryconnect.elsevier.com/articles/training-and-development-librarians-why-bother)
- "23 Classroom Reading Nooks We Love (Seriously, So Cute)," WeAreTeachers, [weareteachers.com/reading-nooks](http://weareteachers.com/reading-nooks)
- United for Libraries, [ala.org/united/](http://ala.org/united/)
- We Need Diverse Books, [diversebooks.org](http://diversebooks.org)

- “Where Is the Diversity in Publishing? The 2015 Diversity Baseline Survey Results,” *The Open Book Blog*, [blog.leeandlow.com/2016/01/26/where-is-the-diversity-in-publishing-the-2015-diversity-baseline-survey-results/](http://blog.leeandlow.com/2016/01/26/where-is-the-diversity-in-publishing-the-2015-diversity-baseline-survey-results/)
- “Where to Find Diverse Books,” We Need Diverse Books, [diversebooks.org/resources/where-to-find-diverse-books](http://diversebooks.org/resources/where-to-find-diverse-books)

## FURTHER READING

The following resources from ILA are also available.

### **[Characteristics of Culturally Sustaining and Academically Rigorous Classrooms](#)**

This literacy leadership brief highlights the principles of culturally sustaining, academically rigorous classrooms through the metaphors of mirrors, windows, and doors, as originated by researcher Rudine Sims Bishop. ([literacyworldwide.org/statements](http://literacyworldwide.org/statements))

### **[Choices Reading Lists](#)**

Download the Children’s Choices, Teachers’ Choices, and Young Adults’ Choices reading lists for high-quality, popular titles selected by students and educators alike. ([literacyworldwide.org/choices](http://literacyworldwide.org/choices))

### **[Creating Passionate Readers Through Independent Reading](#)**

This literacy leadership brief looks at student choice as a way of promoting joyful self-exploration that helps develop lifelong readers and writers. ([literacyworldwide.org/statements](http://literacyworldwide.org/statements))

### **[Democratizing Professional Growth With Teachers: From Development to Learning](#)**

This literacy leadership brief reimagines a model of professional learning that allows educators to participate in its planning and implementation. ([literacyworldwide.org/statements](http://literacyworldwide.org/statements))

### **[Expanding the Canon: How Diverse Literature Can Transform Literacy Learning](#)**

This literacy leadership brief suggests a more expansive approach to literature selection that validates more contemporary, multilingual, and culturally specific experiences. ([literacyworldwide.org/statements](http://literacyworldwide.org/statements))

### **[Exploring the 2017 NAEP Reading Results: Systemic Reforms Beat Simplistic Solutions](#)**

This literacy leadership brief shares the most promising pathway to improving reading comprehension performance—through systemic reform. ([literacyworldwide.org/statements](http://literacyworldwide.org/statements))

### **[Literacy Glossary](#)**

Curated by a team of literacy experts, this interactive resource defines the shared language of literacy research and instruction. ([literacyworldwide.org/glossary](http://literacyworldwide.org/glossary))

# ACKNOWLEDGMENTS

This guide was written by [Sara Wicht](#), an education consultant with more than 20 years of experience in K–12 education. Her work in social justice and antibias education includes expertise in instructional practice, teacher mentoring, professional development, curriculum design, and educational publishing in the United States and Brazil.

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### **About the International Literacy Association**

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA's *Standards for the Preparation of Literacy Professionals 2017* provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](https://literacyworldwide.org).



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