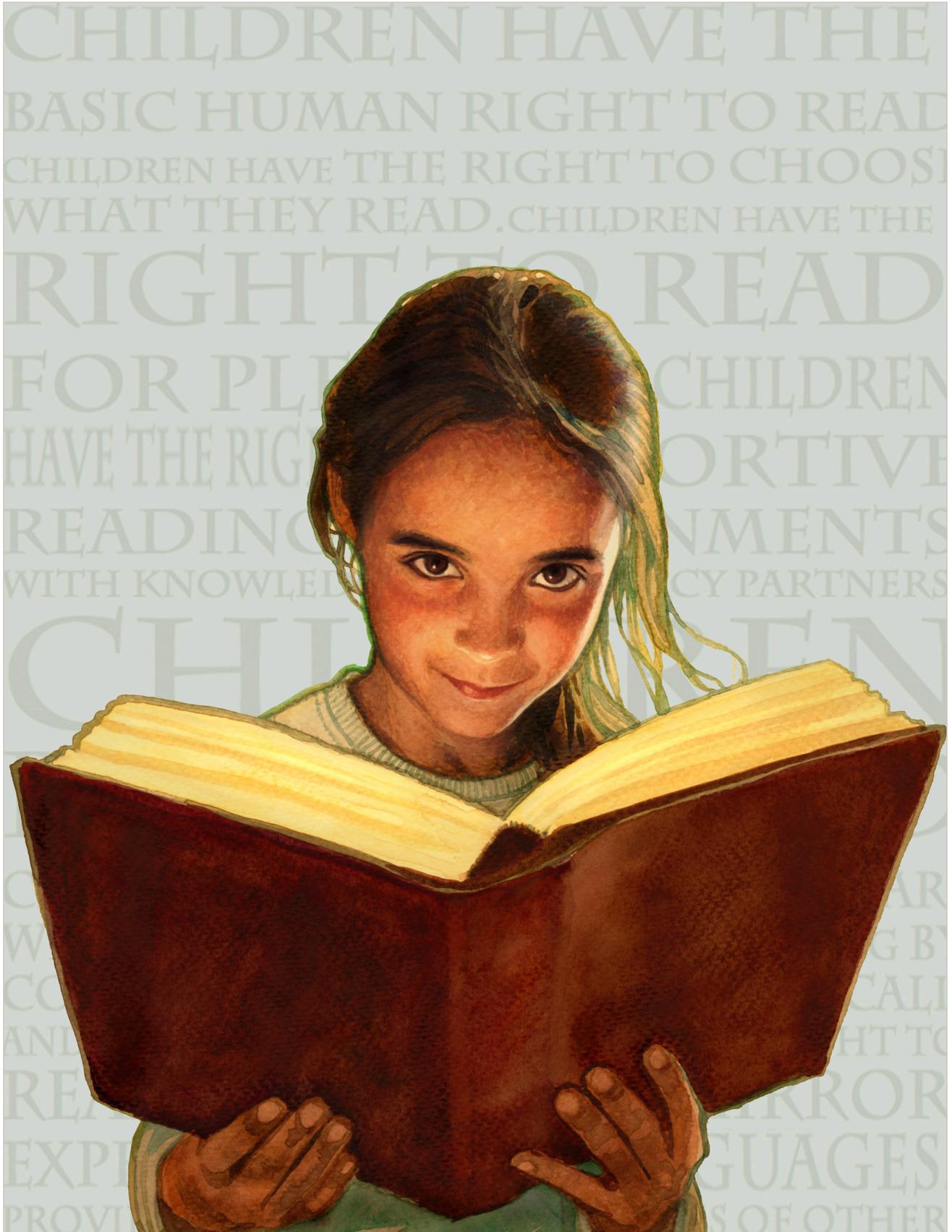


The Case for Children's Rights to Read



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INTRODUCTION

In a 1969 address, James Allen, the then U.S. Commissioner of Education, declared, “There is no higher nationwide priority in the field of education than the provision of the right to read for all.”

ALMOST FIVE DECADES LATER, we have yet to reach that goal. According to the latest data from UNESCO, there remain 750 million people around the world who cannot read and write. Two thirds of them are female. And while we’ve made solid strides in increasing basic literacy for youth—91% in 2016 vs. 78% 50 years prior—there is still much work to be done.

The International Literacy Association (ILA) believes in literacy’s power to transform lives. It is at the heart of the organization’s mission. Literacy allows people to develop their potential, earn their livelihoods, and participate fully in their communities and society. It is the thread that connects us to one another. It is the basis of who we are and how we live.

In 2018, the ILA Board of Directors convened a task force charged with developing a worldwide campaign around children’s rights to read—and what needs to be done to ensure these fundamental rights. This task force is composed of ILA members from Australia, Ireland, Japan, Russia, and the United States. Their work yielded a list of 10 rights, of equal importance, that every child deserves.

In *The Case for Children’s Rights to Read*, we offer a glimpse into how and why we selected each of the 10 rights. We’ve included a reference list of the literature we drew upon when crafting the rights and recommend reviewing these resources for yourself.

As literacy educators, we are responsible for delivering on the promise inherent in these rights. Whether we are working in the classroom or preparing the next generation of teachers, we have a responsibility for every student entrusted to our care. We must enact these rights in classrooms and schools and work with others to ensure the same in homes, communities, governments, and societies.

We hope you will join us in these efforts. It is only by working together that we will reach our goal of literacy for all.

—Bernadette Dwyer
ILA President of the Board

ON THE COVER

The signature image of the campaign was crafted by acclaimed Irish illustrator and artist P.J. Lynch. The young girl’s face radiates the joy that reading can bring to the life of a child. Her eyes are challenging us to ensure that every child can experience the joy of reading in a similar fashion. The book she holds is large because it is bursting with knowledge of the histories, cultures, heritages, and shared stories of us all in a global community. Her hands are the hands of every child, eager to see their own experiences, cultures, and languages reflected while also providing portals for her into the lives of others in this diverse world.

ABOUT THE ARTIST

P.J. Lynch has won many awards for his illustrations in children’s literature including the Mother Goose Award, the Christopher Medal, and the prestigious Kate Greenaway Medal for *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski and *When Jessie Came Across the Sea* by Amy Hest. Lynch has served as Laureate na nÓg, Ireland’s laureate for children’s literature.

1

Children have the **basic human right** to read.

THE INTERNATIONAL LITERACY ASSOCIATION (ILA) has long recognized the right to read as fundamental and inalienable. However, for too many children, this right is never realized.

Despite some progress, the latest numbers from UNESCO (2017) paint a devastating picture: Not only do 250 million children around the world, many of them girls, lack basic literacy skills, but also 617 million youths are reading at below minimum proficiency levels.

At a basic level, reading enables the individual to function. Beyond that, we know that reading enriches the life of that individual personally, socially, and culturally. The ability to read truly represents the difference between inclusion in and exclusion from society.

If we acknowledge that, then we must also acknowledge that ensuring children's rights to read is an issue of equity. It's an issue of equality of opportunity. It's an issue of quality of instruction.

In short, it's an issue of social justice.

Teaching children to read opens up a world of possibilities for them. It builds their capacity for creative and critical thinking, expands their

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."

knowledge base, and develops their ability to respond with empathy and compassion to others. We also know that early engagement with texts (both print and digital) promotes children's positive attitudes toward reading, nurtures their lifelong reading habits, and encourages them to "compose lives in which reading matters," as Lucy Calkins writes (2001, p. 7).



When it comes to the classroom, it is important for teachers and educators to articulate both their underlying philosophy of what constitutes reading and their goals for reading development. This philosophy drives and influences the pedagogical approaches, the methodologies used, the assessment practices adopted, and the social experiences around text. Reading involves the explicit teaching of foundational skills (e.g., phonological awareness, alphabetic principle, concepts of print, word identification, fluency) in tandem with unconstrained skills (e.g., vocabulary and comprehension) (International Literacy Association, 2018). In addition, dispositions for reading, such as curiosity, engagement, motivation, and self-efficacy, are important dimensions to consider (Guthrie & Wigfield, 2000).

In the home and community environments, families, caregivers, and literacy partners should encourage strong reading habits by providing positive models for children and by engaging in rich talk and dialogue about the texts children are reading. A positive reading environment in the home and community has a substantial impact on

children's reading habits, enjoyment, and ability (Mullis, Martin, Foy, & Drucker, 2012).

The pressures on teachers and educators to be accountable for students' performance on high-stakes standardized tests have superseded the goal of fostering a lifelong love of reading (Pearson & Goodin, 2010). As professionals, teachers and educators make informed decisions, drawing on ongoing assessment data sources (both formative and summative assessment), to drive differentiated instruction based on students' needs and strengths and to optimize a child's ability to read (Afflerbach, 2011; Teale, 2008).

There isn't one magic solution to our global literacy crisis—mostly because its causes aren't singular. As literacy educators, we are responsible for providing our students with access to high-quality reading instruction and resources and for ensuring conditions that allow children to read in a way that's meaningful, enjoyable, and personally enriching.

Ultimately, we have a shared responsibility to nurture and grow children as readers—children who can read, who do read, and who love to read (Dwyer, 2015).

2

Children have the right to **access** texts in print and digital formats.

BOTH PRINT AND DIGITAL texts offer multiple formats, including picture books, chapter books, novels, informational texts, poetry, and articles. Each format includes unique possibilities. For example, print resources such as board books and pop-up books provide distinct physical interactions, whereas digital texts allow readers to touch a word to find a definition, highlight and manipulate text, link to additional and alternative information, and listen through text-to-speech features (Bates et al., 2017; Larson, 2012).

Digital resources may directly replicate print resources and/or include additional texts, images, and/or audio. Print resources vary in binding and paper quality, whereas digital resources may be provided through various devices such as e-readers, apps for tablets and smartphones (applications specifically containing e-books, e-book activities, or both), and online resources.

Access to texts in the form of books impacts literacy development. Although access to books is most urgent in Global South countries, it also impacts children living in poverty throughout the world. Mobile

In classrooms, homes, and libraries alike, adults should interact with children as they learn to use both print and digital formats.”

technologies, including smartphones, are increasingly common in society, including Global South countries. Such devices have the potential to provide access to texts and provide pathways to literacy for all (UNESCO, 2014).

Children need access to print and digital formats for a variety of reasons. Emergent readers, specifically, may need print text because of the ease of engaging with and learning about concepts of text (Davis & Neitzel, 2012; Delacruz, 2014). Also, reading a print book collaboratively with an adult provides a closeness and bond without features of digital devices that may distract beginning readers (Salmon, 2014; Terrell



& Watson, 2018). As the digital realm grows and evolves, digital texts provide multiple means of engagement. Children need to understand how to use digital text while reading independently, collaboratively, or with adult support (Neumann, 2014; Salmon, 2014).

Access to both print and digital formats can come from a variety of sources. First and foremost, children need books in their homes. If families and caretakers are unable to purchase books, programs exist (e.g., Dolly Parton's Imagination Library) that help put free print books into the hands of children. Libraries, both public and private, also help to ensure equitable access by providing opportunities and materials that readers may not receive at

home. Many library systems have large e-book and audiobook collections available in addition to their rich print collections.

In classrooms, teachers continue to meet the challenge of transforming reading instruction with evolving digital resources (Larson, 2012). Teachers and librarians can also facilitate positive interactions with print and digital texts featuring games and activities that students can use with peers (Davis & Neitzel, 2012). In classrooms, homes, and libraries alike, adults should interact with children as they learn to use both print and digital formats. They should help children build literacy skills by reading aloud, reading along with them, and listening to them read.

3

Children have the right to **choose** what they read.

STUDIES HAVE FOUND that allowing students to make choices about their reading material encourages personal agency, supports the emergence of critical appreciation, seeds literary behaviors, and improves literacy skills. Choice is associated with greater engagement with learning, increased confidence in reading, better learning outcomes, and higher scores on the Progress in International Reading Literacy Study (PIRLS; Australian Council for Educational Research, 2017).

As children practice decision making, they learn to differentiate between texts they like and texts they don't like, voice opinions, and identify favorite authors. The texts children read teach them what reading is about (Meek, 1988). Then, as mature readers, their reading will involve personally relevant meaning making as well as aesthetic and critical response to text (Rosenblatt, 1978).

Choosing a book is an indicator of intellectual engagement with the act of reading (Simpson, 2008). When children choose a text to read, they demonstrate their capacity to

Choice of reading material requires access to and experience with a wide range of texts."

recognize difference and enact preference. This act of choice requires the ability to distinguish variation and to form opinions. For example, following the Goldilocks Principle, children know when a book is "too hot, too cold, or just right."

Children are often encouraged to classify items into categories as a way of constructing knowledge. As children begin to develop literacy skills, they learn language that identifies size, temperature, and other concepts that help them interact with and make sense of their surroundings. Through stories, songs, toys, and games, children learn how to sort, group, and classify. Children's choice awards can encourage children to develop critical appreciation through the experience of making



a value judgment that has authentic outcomes. For example, children's opinions recorded in a voting process may lead to authors receiving prizes or other recognition of their work.

Choice of reading material requires access to and experience with a wide range of texts, as Pennac (2006) states, "by the brimming glassful" (p. 6), differentiated by genre (e.g., mystery, sci-fi, adventure), linguistic difficulty, linguistic diversity, length, format (e.g., picture book, graphic novel), form (e.g., poetry, prose, plays), and so forth (Saxby & Winch, 1991). Research shows that children balk

at text lists classified by age, gender, or reading level, as these boundaries set potential and real limits around children's experiences of reading.

Educators, families, and caregivers should support children's reading choices and interests by providing a wide range of print, digital, and multimodal texts (International Reading Association, 2014). Offering them multiple opportunities to read across a wide variety with support from knowledgeable literacy partners (see Right 6) will help build lifelong, independent reading habits.

4

Children have the right to read texts that **mirror** their experiences and languages, provide **windows** into the lives of others, and open **doors** into our diverse world.

MIRRORS, WINDOWS, and sliding glass doors represent different ways of seeing. Originated by children's literature scholar Rudine Sims Bishop (1990), the oft-referenced metaphor suggests readers are transported into the worlds of other people, subjects, experiences, and cultures they are reading about. Cultural representation is a serious matter to take notice of in children's literature, as stories can provide entry or create barriers for those with diverse cultures and languages.

Reading cracks open experiences and creates spaces through texts that mirror children's experiences and provide windows telescoping outward into the world. There is a reciprocal relationship between knowledge of others and self-knowledge where "knowledge of others deepens self-knowledge, and self-knowledge in turn fosters a desire to know

Readers are transported into the worlds of other people, subjects, experiences, and cultures they are reading about."

more about others" (International Literacy Association, 2017, p. 2). Texts that tap into the "funds of knowledge" that individual children gain from their cultural heritage can help all children find their place in the literary landscape (Moll, Amanti, Neff, & Gonzalez, 1992). This sense of recognition values and celebrates diversity and differences, affirms the individual, and provides multiple pathways for children to make connections with the demands of schooling.



Children have the right to read texts in their first language. The parallel use of mother tongue texts with target language texts provides a temporary scaffold in the pursuit of literacy. Creating digital texts by recording multilingual versions of stories that become resources for others to read and listen to encourages intercultural sharing and recognizes the importance of children's heritage languages as "resources for learning" (Rowe & Miller, 2017, p. 162). These texts can also help link formal learning into community practices and encourage collaboration with families and caregivers.

Reading books written in different languages and with different worldviews helps children build literacy competencies while learning about cultures

and languages other than their own. The texts available to them should represent the cultures of children they may know as well as those they have yet to meet.

The advantage of reading books that behave as windows presenting perspectives of culture, language, and diverse worlds, real or imagined, is that children will come to understand the world as a place of acceptance. They will learn that society listens to voices spoken by multiple tongues. They will seek to participate in discourse based on the knowledge that their opinions count and will be heard, no matter where they are from.

Children have the right to read books that excite them, that reflect their own experiences, and that transport them into worlds unlike their own.

5

Children have the right to read for **pleasure**.

TO READ FOR PLEASURE means to read freely, voluntarily, and with delight. In other words, reading for pleasure has no strings attached. There will be no follow-up test or response sheet to fill in afterward; it is reading primarily for enjoyment.

Reading for pleasure means there are no boundaries or preconceptions of what needs to be achieved. Children can select their favorite author, genre, format, style, length, and language. Reading for pleasure can happen anywhere, anytime, and at any age. The stimulus to first read for pleasure may be modeled by family members who show how they enjoy reading that is not related to work but is for relaxation.

Reading for pleasure can happen at school if teachers recognize how this kind of reading works alongside and complements the development of literacy skills: "One of the key factors in motivating students to read is a teacher who values reading and is enthusiastic about sharing a love of reading with students" (Gambrell, 1996, p. 20). Reading for pleasure is the engine that should drive initial efforts to learn to read. For, as novelist Michael Rosen

Reading for pleasure can convert a resistant reader into a passionate one."

states, authors write to "intrigue, entertain, educate, amuse, excite, stir up, challenge" (Rosen, as cited in Powling, 2005, p. 14).

Although not directly connected to educational outcomes, reading for pleasure is strongly associated with increased engagement; readers who willingly immerse themselves into reading are more likely to develop rich vocabulary, build comprehension, think more creatively, and empathize with others (Cremin, Mottram, Collins, Powell, & Safford, 2014; Krashen, 1992). Ironically, though noted in PISA results (Organisation for Economic Co-operation and Development, 2010), the benefits of reading for pleasure are not widely recognized.

It comes as no surprise to those who value reading that reading for pleasure can convert a resistant reader into a passionate one. It can change the negative experience of assigned reading into the enriching experience



of submerging oneself so wholeheartedly into a literary world where time passes unnoticed. Getting into the “flow” of reading has significant positive benefits stimulating the mind as well as the emotions (Csikszentmihalyi, 2014).

Pleasure cannot be measured easily on a standardized test, but it has greater value—the power to hook young readers into reading for its own sake and to turn emergent readers into readers for life.

6

Children have the right to **supportive** reading environments with knowledgeable literacy partners.

CHILDREN NEED knowledgeable literacy partners who can use their expertise, energy, and enthusiasm to broker the various challenges faced by young readers. These partners work with children to give them the support they need not just to learn to read but also to love to read. Families, caregivers, day care staff, preschool teachers, classroom teachers, and school and public librarians can all be literacy partners. The combined collaborative efforts of these allies provide valuable expertise, time, and resources to help children develop lifelong reading habits.

A knowledgeable literacy partner will provide resources that match children's needs and interests. Research reveals that the number of books in the home plays an important role in children's ability to read (van Bergen, van Zuijen, Bishop, & de Jong, 2017). In both home and day care environments, family members and caregivers give infants and toddlers cloth, board, touch-and-feel, and lift-the-flap books to explore

Wherever they live and learn, children need carers who partake in their reading journey and who create supportive reading environments."

because they can be easily maneuvered by small fingers. These knowledgeable partners help children learn how to make meaning from the text by talking about the pictures and the words, asking questions, and generating authentic discussion with the child. This personalized interaction lays the groundwork for how children conceptualize the reading process.

Introducing children to local and school libraries is another important way to build



a supportive environment. Libraries represent a mainstay of early literacy, especially when partnered with other social service organizations to promote reading in early childhood through reading programs (Hinkle, 2014). Librarians invite readers to explore different types of texts, such as nonfiction, primary sources, poetry, and fiction (Copeland & Jacobs, 2017). Their exceptional knowledge of books strengthens reading programs when they collaborate with other educators. Families and caregivers can introduce children to the public libraries and bookmobiles in their communities. As children realize the resources may be borrowed, they not only gain access to a wide variety of texts but also learn that libraries exist because reading is valued. Research shows that the more books children have in their homes, the better readers they become, especially if someone reads with them (Niklas & Schneider, 2015).

As knowledgeable literacy partners, classroom teachers wield a lasting effect on children's reading growth. Educators should maintain children's engagement with reading as more than just skill and drill through a wide range of activities. Classroom reading environments should promote reading as an enjoyable experience as well as a way to gain new knowledge. They should be resourced with quality children's literature that provides the basis for meaningful literacy activities. The teaching of reading should lead children to understand that texts that stimulate personal, aesthetic, and critical response are created by real people. Teachers themselves should read and be familiar with texts that suit their students' preferences (Commeyras, Bisplinghoff, & Olson, 2003).

Wherever they live and learn, children need carers who partake in their reading journey and who create supportive reading environments.

7

Children have the right to extended **time** set aside for reading.

TIME ENGAGED in the reading activity is a critical factor in reading comprehension and achievement. Reading supports the social and cultural development of children. The ability to interiorize information received through reading is the basis of reading activities and the “core” of literacy and reading competence (Zimnyaya, 2004). Correlational analysis shows that reading skills are strongly related to the time engaged in and amount of reading students do both inside and outside of school (Guryan, Kim, & Quinn, 2014).

Often, children read because they have to, not because they want to. When we encourage children to choose what they want to read and give them extended time to read alone or with others as well as to share and discuss what they’ve learned, reading becomes both a form of socialization and an expression of identity.

Time spent reading with the guidance of knowledgeable literacy partners (teachers, librarians, tutors) is of crucial importance. It is through the guidance of these partners that children are taught to transform text they read into a meaningful, educational, and creative experience (Chudinova et al., 2004).

Families and caregivers can redesign the structure of leisure time so that reading is a regular activity.”

Families and caregivers can redesign the structure of leisure time so that reading is a regular activity. The structure of leisure time is critical both at the level of individual conditions and academic learning context (Tiedemann & Billmann-Mahecha, 2007). Teachers and tutors at school can improve the social practice of “genius hour” into a “reading hour” that may help to foster critical self-learning habits. Community members and policymakers are responsible for creating comfortable conditions for reading in public spaces and for reducing negative environmental factors.

All of these efforts can form the understanding of reading as a practice that is pivotal to a child’s social and cultural development.



Children have the right to **share** what they learn through reading by collaborating with others locally and globally.

IT HAS BEEN LONG KNOWN that stories, both oral and written, allow readers to enter new and unfamiliar worlds. Offering narratives, images, and histories, books provide opportunities for deepened understandings of distant lands and cultures and for learning about people who may have unfamiliar perspectives and experiences (Ripp, 2017; Short, Day, & Schroeder, 2016). In our technology-driven, globalized society, classrooms have the unique ability to share and communicate ideas with both local and distant communities, moving thinking and reading experiences from being *about* the world to being *with* the world (Boix Mansilla & Jackson, 2011; Klein, 2017).

By nurturing classrooms to prioritize global collaboration and connected experience, teachers can empower students to explore their own cultural identities as they move through a process of inquiry and reflection (Boix Mansilla & Jackson, 2011; Tavangar & Mladic-Morales, 2014).

Intentional designs of practice and space can support these new shifts toward

Students learning with the world, as active and contributing members of a global society, are able to move from being consumers of information to creators of knowledge."

collaboration. By using literacy as a lens in decision-making processes, educators can now plan for reading, writing, listening, and speaking interactions with various audiences that extend outside of their classroom walls. Teachers can bring in local community members to extend the meaning of "school community" and can use technology and innovative practices to move out past immediate networks to facilitate connections that can go beyond borders of countries and continents. Students can make



ideas and understandings visible to the world, they can seek out authentic audiences of experts and peers, and they can gain feedback and intercultural perspectives different from ones represented by people that may look similar and live in similar ways.

Students learning with the world, as active and contributing members of a global society, are able to move from being consumers of information to creators of knowledge. Constructions of new learning through both collaboration and independent work can take learners through activities focused on inspiration, inquiry, and investigation. Convergent and divergent thinking routines allow students to extend literacy experiences from questions of what one knows to also exploring what one does not yet know or understand. Students on project teams can

work together to seek out problems that warrant solutions, they can assume various roles, they can test ideas and work toward a common goal, and they can be curious in their endeavors to design and create their own learning experiences.

As teachers develop instructional frameworks that incorporate global thinking routines, they can begin to prioritize dialogue and students' ability to cocreate both in meaning and in process. Students sharing what they have learned by collaborating with others contextualizes reading in an authentic and highly relevant way. This right, one all teachers can act upon on behalf of their students, can help our students to become more self- and socially aware citizens and can bring about collective action and positive change for our world (Ritchhart, Church, & Morrison, 2011).

Children have the right to read as a springboard for other forms of **communication**, such as writing, speaking, and visually representing.

READING A TEXT is not a finite literacy experience but, rather, a continuous process of meaning making. If all we do is read these rights, then this text has failed. However, if reading these rights leads us to consider that they come from a place of concern for children's full access to literacy and leads us to become activists around these rights, then the power of literacy is realized.

This is no different for children. Literacy works for children when they are able to find some meaning that comes from what they know and can take forward in their journeys. This is when the cycle of literacy is fulfilled. We can become better people and make the world around us a better place through the use of writing, speaking, and visually representing. It is through this movement, what Jerry Harste refers to as transmediation, that we grow in our power to affect ourselves and others (Harste, 2014).

The literacy journey continues through the child's communication with others using writing, dialogue, and visual representations that can build agency and spark transformations."

The path from interest to inquiry to advocacy is the path for children to become fully literate. For families, teachers, and community members, the enactment of this right challenges us to think of children's reading as the midpoint



between what brought them to the text and where they will go forward with it.

How do we do this? First, we appreciate the moment of meaning making in place and time with the child. We are present with them. Louise Rosenblatt refers to this moment as the evocation of the text (Rosenblatt, 1969). Next, we engage children in a critical reading of the text that asks, *Who wrote this? Why did they write it? Whose values and views are represented in this text? What am I being asked to believe or do? Whose voices are not heard or are silenced?* This kind of critical reading is assuming the role that Allan Luke

and Peter Freebody (1999) describe as the “text analyzer.” Finally, the literacy journey continues through the child’s communication with others using writing, dialogue, and visual representations that can build agency and spark transformations.

To just read what others have written as the final word is to oppress the individual. To read, as in a journey through literacy, is to liberate (see Freire, 1970). As parents, community members, teachers, and civil servants, it is our job to mentor children on this journey. To be unsatisfied with our work until all children in the world join this journey is the challenge for literacy leaders everywhere.

10

Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that **support** reading and reading instruction.

TODAY, EDUCATIONAL INSTITUTIONS around the world put reading at the heart of their curriculum and instruction. Yet it was not until 1946 that one of the first United Nations specialized agencies, UNESCO (the United Nations Educational, Scientific and Cultural Organization), put reading literacy as one of its core missions. Similarly, in 1948, the United Nations Universal Declaration of Human Rights declared education as a fundamental right for all. It was, therefore, more than seven decades ago that international agencies and national governments committed to making reading an international goal and began systematic support to governments and nongovernmental organizations to provide fiscal and material resources for advancing literacy.

Although definitions of reading (and literacy) have varied among experts and agencies, there is no educational target that has received more consensus on its importance.”

In the decades that followed, many reiterated international support for literacy—such as the 1975 Persepolis Declaration, which



stated that “Literacy is not an end in itself. It is a fundamental human right” (UNESCO, 2005, p. 136). The 1990 World Declaration on Education for All similarly declared “literacy, oral expression, numeracy, and problem solving as essential learning tools that comprise the basic learning needs of every person...child, youth and adult” (UNESCO, 1990, p. 6). In the 2015 UN Sustainable Development Goals, fundamental education and literacy were reiterated as central for achievement in all countries across the world by 2030 (United Nations, 2015).

A large percentage (between 25% and 50%) of school-age children who live in low-income countries do not learn the basics of reading. This situation creates massive inefficiencies within national education systems and national budgets and even greater problems for the children and families who are mired in ineffective schools, adding to the 100 million children already out of school, and

the many millions of poor and marginalized children in middle- and high-income countries.

Those children at the bottom of the pyramid, with the most to lose, must be given opportunities already given to others. They must learn how to engage in the world meaningfully and productively. This is what has been termed the “learning as development” agenda (Wagner, 2018).

Although definitions of reading (and literacy) have varied among experts and agencies (Venezky, Wagner, & Ciliberti, 1990), there is no educational target that has received more consensus on its importance. Still, in terms of fiscal and material support, there remains a critical need, especially for poor and marginalized populations (Wagner, 2018; World Bank, 2018). The right to read remains an international and national goal and policymakers, researchers, and practitioners must work together to address and correct the inequities. The future of the next generation depends on it.

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International Literacy Association Task Force: Children’s Rights to Read

Sachiko Adachi, Niigata University
Juli-Anne Benjamin, Marion P. Thomas Charter School
Bernadette Dwyer, Dublin City University (chair)
Karen Hill, James F. Byrnes High School
James Hoffman, The University of Texas at Austin
Ekaterina Popova, Institute of Sociology of the Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences
Alyson Simpson, The University of Sydney
Julie Stepp, Tennessee Tech University
Daniel A. Wagner, University of Pennsylvania
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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.



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