

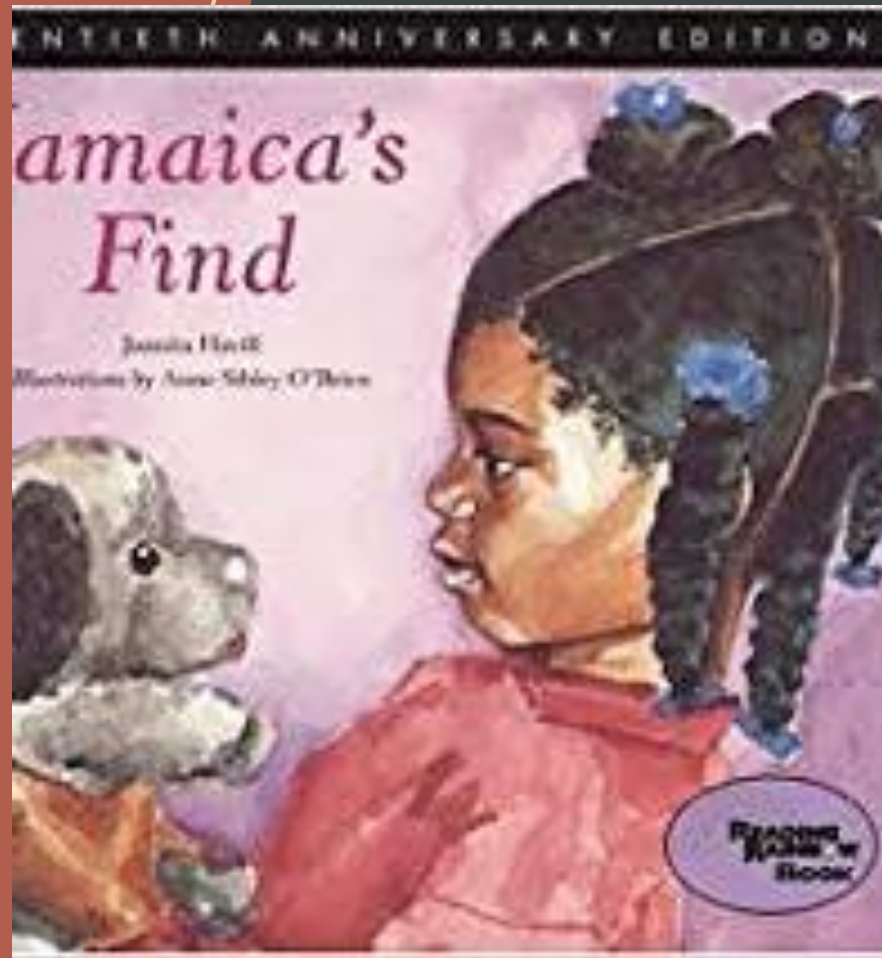
Everybody Reads: Improving the Reading & Literacy Abilities of *All* Children

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Why Read?



Few Students See Themselves in Available Literature

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pcstats.asp

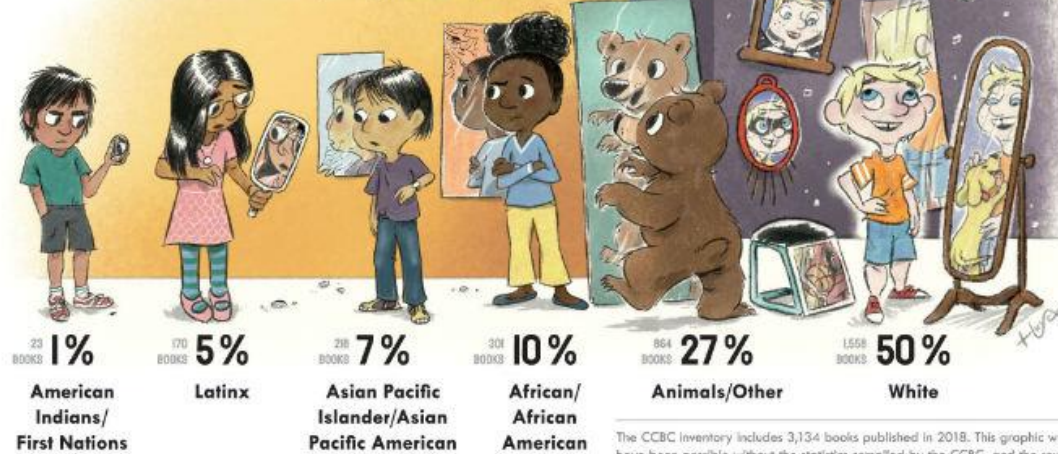


Illustration by David Huyck, in consultation with Sarah Park Dahlen
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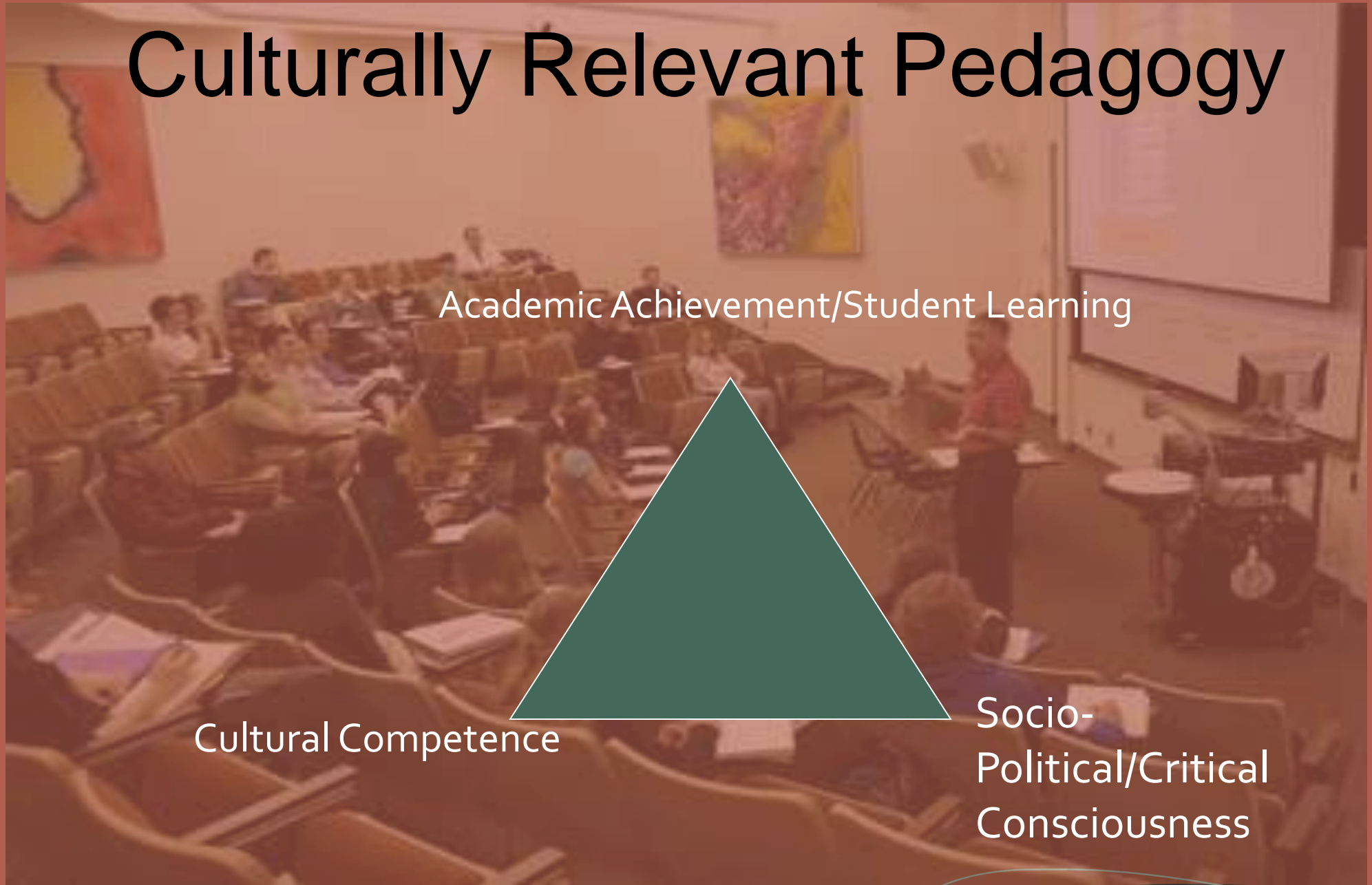
The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Hanning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Culturally Relevant Pedagogy

Academic Achievement/Student Learning

Cultural Competence

Socio-
Political/Critical
Consciousness

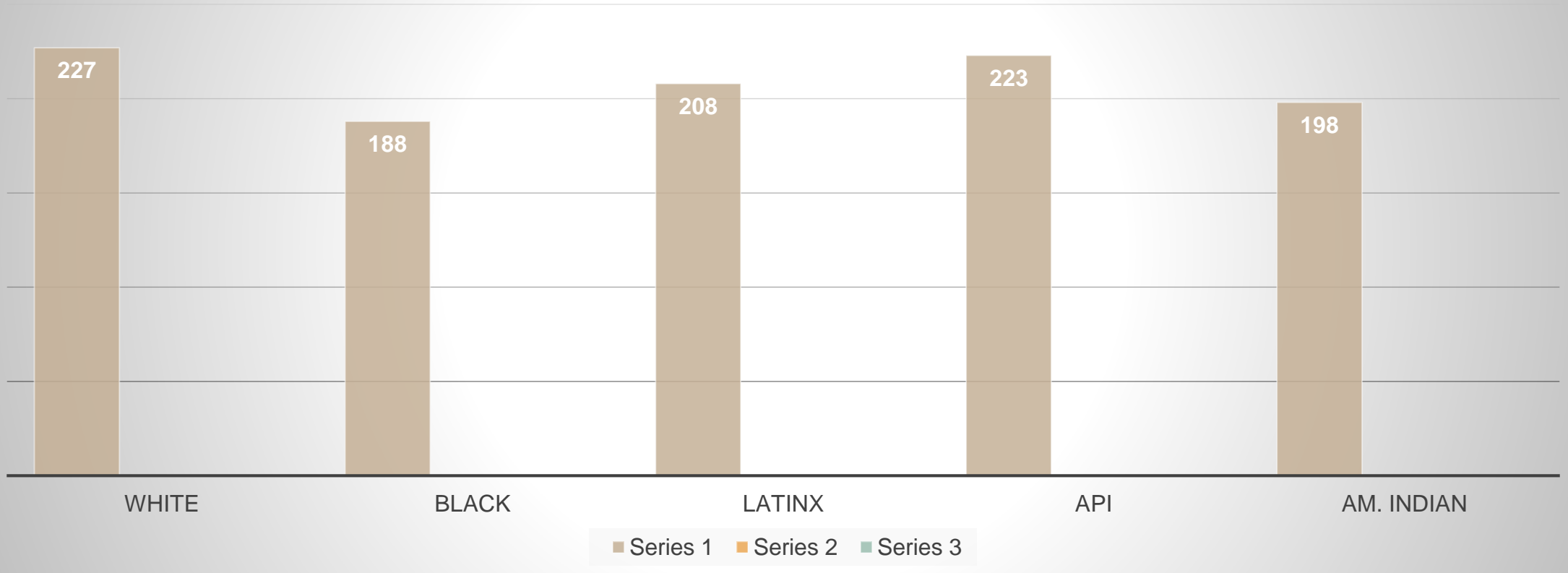


The Nature of the Problem

- 60 percent of Black fourth graders performed below basic reading level
- 56 percent of Latinx fourth graders performed below basic reading level

The Nature of the Problem

2019 4th Grade NAEP Reading Scores



A graphic of the state of Wisconsin in blue. The word "WISCONSIN" is written in large white capital letters across the upper middle. The state seal is centered, featuring two men flanking a shield with various symbols, and a banner above that says "FORWARD". Below the seal, the year "1848" is written in large white capital letters.

WISCONSIN

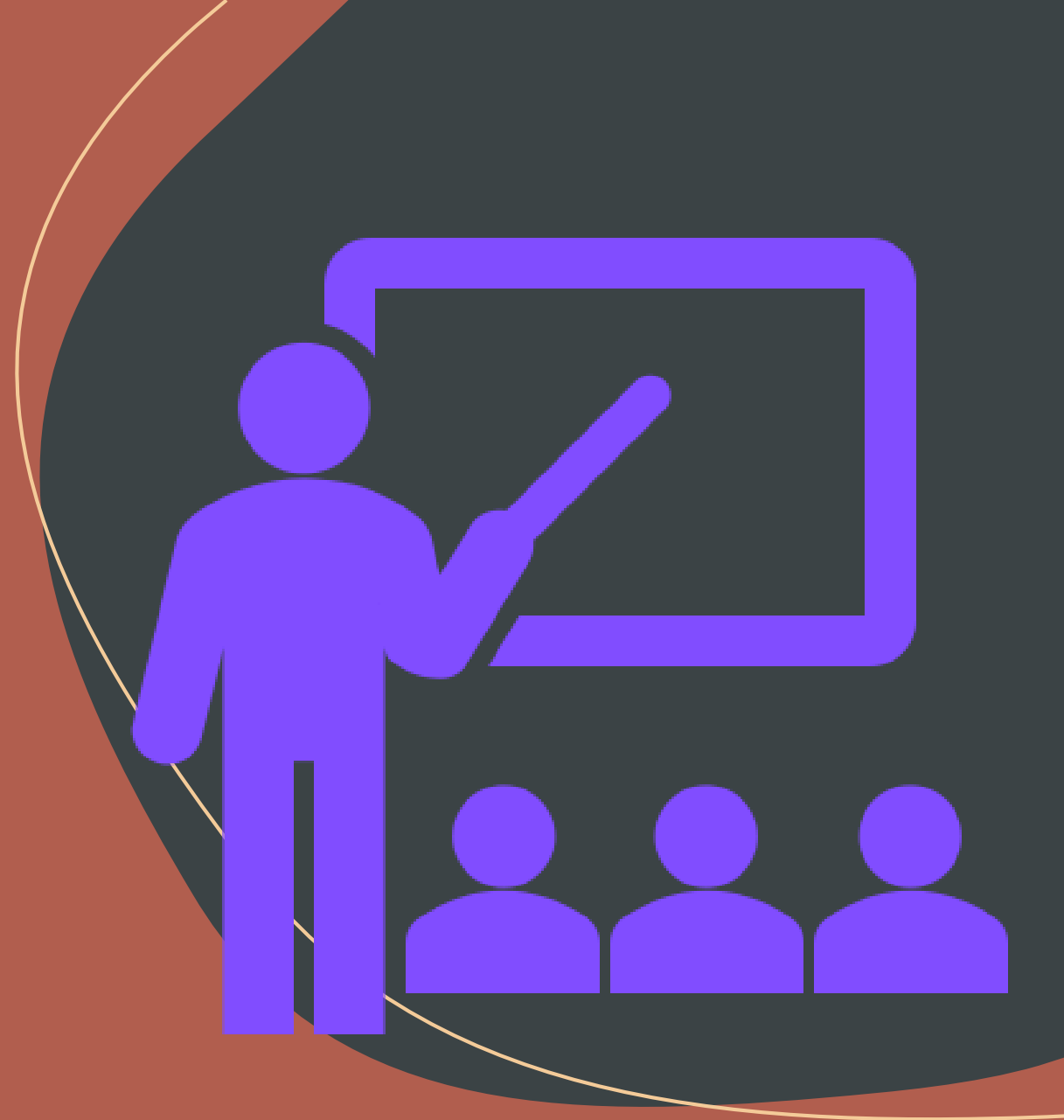
1848

And in Wisconsin...

- In 2019, Black students had an average reading score 39 points lower than that of White students
- In 2019, Latinx students had an average reading score 19 points lower than that of White students

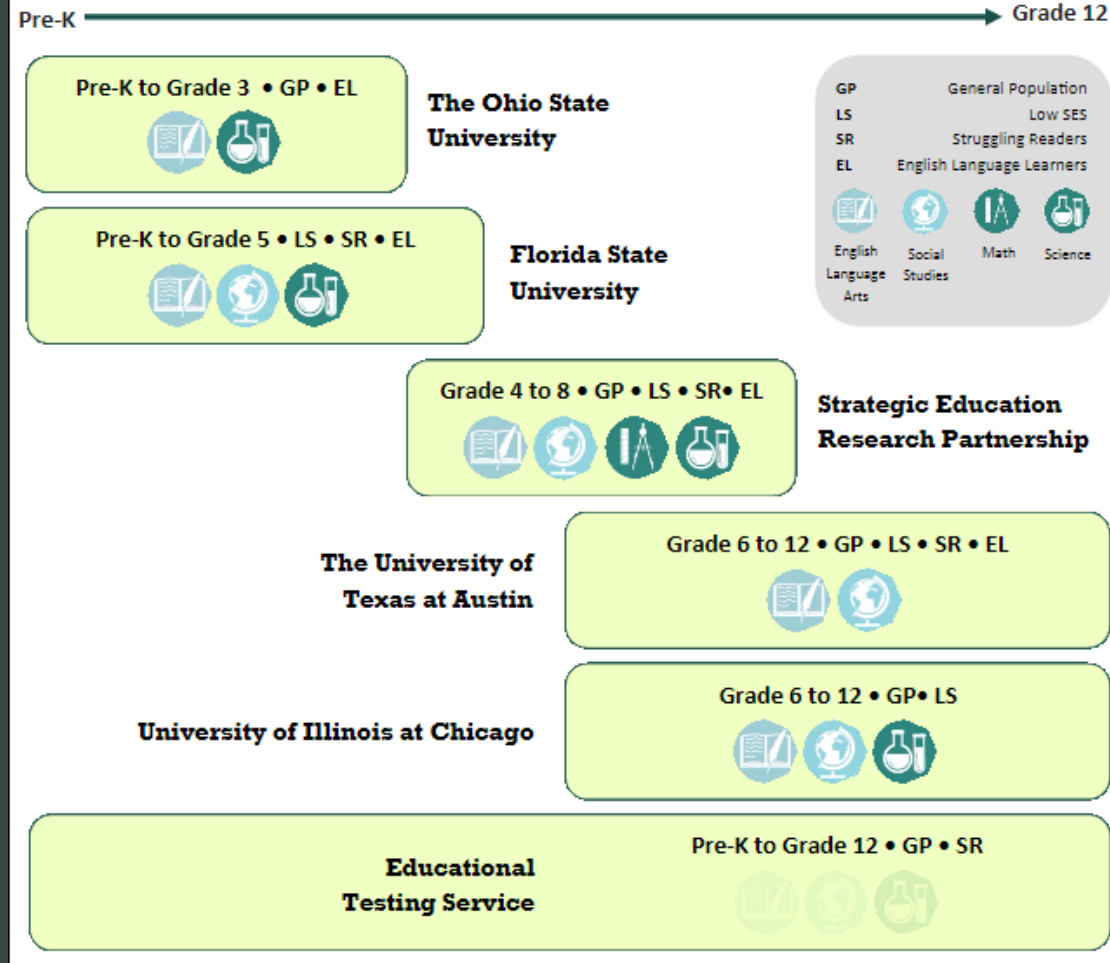
Achieving Literacy Success

- According to the NCTE Statement on "Expanding Opportunities: Academic Success for Culturally and Linguistically Diverse Students" the best approach is asset-based on 3 dimensions:
 - Literacy Pedagogy & Curriculum Development
 - Teacher Preparation and Professional Development
 - Assessment



Reading for Understanding Research Initiative

To learn more, go to 1.usa.gov/1RYKnlu.



IES: READING FOR UNDERSTANDING

5 Big Ideas in Beginning Reading

Phonemic
Awareness

Phonics
Instruction

Fluency

Comprehension
– Vocabulary
Instruction

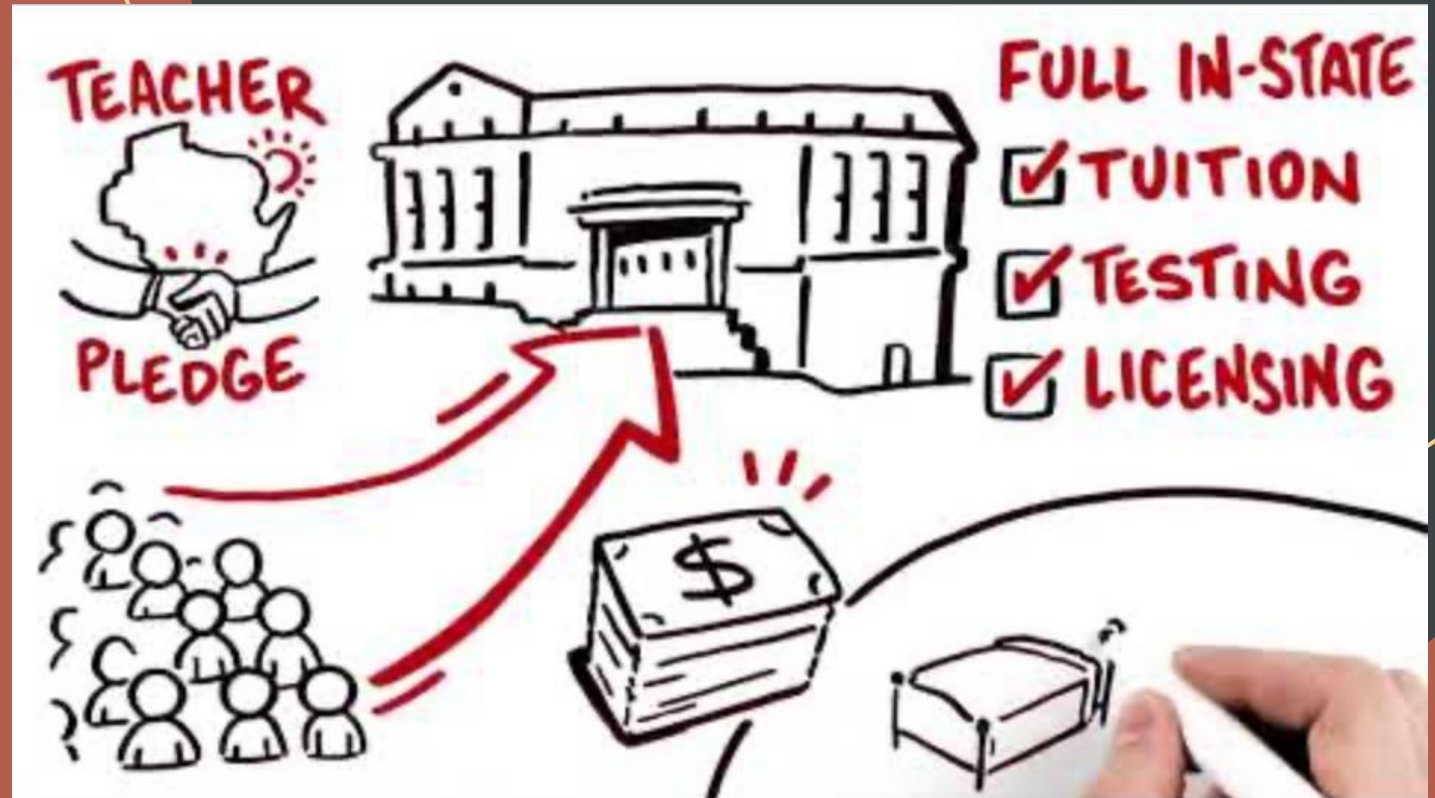
Comprehension
– Text
Comprehension
Instruction



Reading Strategies for Black Children

- Importance of Storytelling (FPG, 2015)
- Choosing “interesting” reading materials (e.g., different genres, comic books and graphic novels)
- Recognize students have multiple linguistic registers and dialects
- Connect curriculum to social, political, and historical events in children’s communities
- Use formative as well as summative assessments that recognize the cognitive and social capital of culturally diverse students

What We're Doing at UW- Madison



Selected Resources

- Allen, J. (2010) *Literacy in the welcoming classroom: Creating family-school partnerships that support student learning*. NY: Teachers College Press.
- Dyson, A. H. (2013). *Rewriting the basics: Literacy learning in children's cultures*. NY: Teachers College Press.
- Soto-Manning, M. & J. Martell (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. NY: Teachers College Press.
- Temple, C., D. Ogle, A. Crawford, & P. Freppon (2011). *All children read: Teaching for literacy in today's diverse classrooms*. NY: Pearson.