

Children's Rights to Read

1. Children have the basic human right to read.
2. Children have the right to access texts in print and digital formats.
3. Children have the right to choose what they read.
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.
5. Children have the right to read for pleasure.
6. Children have the right to supportive reading environments with knowledgeable literacy partners.
7. Children have the right to extended time set aside for reading.
8. Children have the right to share what they learn through reading by collaborating with others locally and globally.
9. Children have the right to read as a springboard for other forms of communication, such as writing, speaking, and visually representing.
10. Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that support reading and reading instruction.

**Pledge your support for these #RightsToRead:
www.rightstoread.org**

Resolution to Adopt Children's Rights to Read

A Resolution of _____
SCHOOL/ORGANIZATION/ENTITY NAME HERE
of _____
CITY/STATE/COUNTRY HERE to adopt
the International Literacy Association's Children's Rights to Read.

WHEREAS, we believe children have the basic human right to read; and

WHEREAS, we believe children have the right to access texts in print and digital formats; and

WHEREAS, we believe children have the right to choose what they read; and

WHEREAS, we believe 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; and

WHEREAS, we believe children have the right to read for pleasure; and

WHEREAS, we believe children have the right to supportive reading environments with knowledgeable literacy partners; and

WHEREAS, we believe children have the right to extended time set aside for reading; and

WHEREAS, we believe children have the right to share what they learn through reading by collaborating with others locally and globally; and

WHEREAS, we believe children have the right to read as a springboard for other forms of communication, such as writing, speaking, and visually representing; and

WHEREAS, we believe children have the right to benefit from the financial and material resources of governments, agencies, and organizations that support reading and reading instruction; now, therefore be it

RESOLVED that we, the undersigned, have adopted the International Literacy Association's Children's Rights to Read and will embrace, enact, and ensure the values of these rights for every child.

SIGNATURE

DATE



The House

The two boys ran until they came to the driveway. "See, I told you today was good for skipping school," said Mark. "Mom is never home on Thursday," he added. Tall hedges hid the house from the road so the pair strolled across the finely landscaped yard. "I never knew your place was so big," said Pete. "Yeah, but it's nicer now than it used to be since Dad had the new stone siding put on and added the fireplace."

There were front and back doors and a side door which led to the garage which was empty except for three parked 10-speed bikes. They went in the side door, Mark explaining that it was always open in case his younger sisters got home earlier than their mother.

Pete wanted to see the house so Mark started with the living room. It, like the rest of the downstairs, was newly painted. Mark turned on the stereo, the noise of which worried Pete. "Don't worry, the nearest house is a quarter mile away," Mark shouted. Peter felt more comfortable observing that no houses could be seen in any direction beyond the huge yard.

The dining room, with all the china, silver and cut glass, was no place to play so the boys moved into the kitchen where they made sandwiches. Mark said they wouldn't go to the basement because it had been damp and musty ever since the new plumbing had been installed.

"This is where my Dad keeps his famous paintings and his coin collection," Mark said as they peered into the den. Mark bragged that he could get spending money whenever he needed it since he'd discovered that his Dad kept a lot in the desk drawer.

There were three upstairs bedrooms. Mark showed Pete his mother's closet which was filled with furs and the locked box which held her jewels. His sisters' room was uninteresting except for the color TV which Mark carried to his room. Mark bragged that the bathroom in the hall was his since one had been added to his sisters' room for their use. The big highlight in his room, though, was a leak in the ceiling where the old roof had finally rotted.

Source
Cris Tovani
Do I Really
Have to Teach
Reading?