

ILA

RESOURCE COLLECTION

Using Culturally Relevant and Responsive Children's Literature

Each ILA Resource Collection is curated by educators and researchers who specialize in the topic. This ILA Resource Collection—curated by Tiffany A. Flowers and a team of doctoral students and assistant professors working under her mentorship—focuses on how to meaningfully use diverse, culturally responsive children's and young adult literature. The curation team also developed a list of recommended book titles for the collection.

About the Curators

Tiffany A. Flowers ([@Prof_Flowers](#)) is an associate professor of education at Georgia State University Perimeter College in the department of Cultural and Behavioral Sciences. Her research interests include children's and young adult literature, African American literacy development, field placement, family literacy, urban education, and the scholarship of teaching and learning.

Bridgette B. Davis earned a bachelor of science degree from Georgia State University in psychology. She also earned two master's degrees in adult education and distance learning and curriculum and instruction from the University of Phoenix Online. Davis is currently a doctoral candidate with Walden University in reading, literacy, assessment, and evaluation. Her research interests are in early childhood education, elementary education, culturally responsive reading interventions and practices, assessment and evaluation, family engagement, language and literacy, research, reading, and dyslexia.

Dorian Harrison ([@Dr_DoriH](#)) is an assistant professor in the department of Teaching and Learning at The Ohio State University at Newark. She is a former K–6 educator and after-school director, which influences how she approaches learning and literature. Her research interests focus on equity issues in literacy education, paying particular attention to how race, class, and language affect teaching and learning. Her work is at the intersection of language and literature within teacher education programs, classrooms, and after-school programs.

Renata Love Jones ([@MsLove_Jones](#)) is an assistant professor of language, literacy, and culture at Georgia State University in the department of Early Childhood and Elementary Education. Her research broadly explores literacy education and development for racialized and multilingual children. Her work begins with a primary assumption that multilingual children's meaning making stems from participation within complex literacies, ways of being, and repertoires of practice across sociocultural spaces. Through mixed and interdisciplinary methods, she interrogates curriculum, instruction, and teacher professional learning for the ways that they reflect—or neglect—culturally sustaining, critical, and expansive ideologies and pedagogies.

Joy Valentine is a doctoral student in the department of Language, Literacy, and Culture at the University of Illinois Chicago (UIC). She is a former Chicago Public Schools educator and currently the director of the Urban Health Early Outreach/Precollege Program at UIC. Valentine earned her master's degree in language, literacy, and learning from the University of Illinois at Chicago, a master's degree in educational leadership from Concordia University, and a bachelor's in French from Shaw University. Her research interests include eliciting narratives of adolescents' racialized experiences, translanguaging, anti-racist ELA curriculum, racial literacies, and adolescent literature.

More to Explore

In addition to the resource collection, you may be interested in the following:

Children's Rights to Read campaign

- [The 10 Children's Rights to Read](#)
- [Advocating for Children's Rights to Read: A Manual for Enacting the Rights in Classrooms, Communities, and the World](#)
- [Resolution to Adopt Children's Rights to Read](#)

Position statements and briefs

- [Children's Rights to Excellent Literacy Instruction](#)
- [Expanding the Canon: How Diverse Literature Can Transform Literacy Learning](#)
- [Right to Supportive Learning Environments and High-Quality Resources](#)

Videos

The following are available for purchase on demand:

- [ILA Children's Literature Intensive: Creating a Culturally Responsive Classroom Through Books](#) (through November 11, 2021)
- [Culturally Relevant and Responsive: Literacy Instruction in 2021 and Beyond](#) (through March 9, 2022)
- [Tricia Ebarvia: We Need More Than Diverse Books](#)

Further reading

Our curation team also recommends the following articles and websites:

- ["Culturally Sustaining Pedagogy in the Literacy Classroom,"](#) by Emily Machado, *Literacy Now*
- ["Mirrors, Windows, and Sliding Glass Doors,"](#) by Rudine Sims Bishop
- ["30 Days of Social Justice: Why the #OwnVoices Movement Is Crucial for Young Readers,"](#) by Alaina Leary, *YALSAblog*
- [African Americans on the Move Book Club](#)
- [African Book Addict!](#)
- [American Indians in Children's Literature](#)
- [Ashay by the Bay](#)
- [Black & Bookish](#)
- [Bookshy by an African Book Lover](#)
- [The Brown Bookshelf](#)
- [Brown Girl Reading](#)
- [Cup of Tea With That Book, Please](#)

- [Hispanic Mama](#)
- [MahoganyBooks](#)
- [Mocha Girls Read](#)
- [1000 Black Girl Books Resource Guide](#)
- [We Need Diverse Books](#)

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 128 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.