

Journal of the Registry



A Platform for Inclusive Justice and Social Change



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Special Edition

Teacher Candidates and a Showcase on Reading

Co-Editor

Yvonne RB-Banks, Ed.D



is grounded in her beliefs that educational equity means universal access to quality education for ALL. Everything she does is tied to those beliefs. The journey continues to be fulfilling through her contributions as teacher, author, world traveler, editor, and supporter of student scholars on the path of sustaining a good world

~
the best world possible ~ because of the contributions they make in their pursuit.

Guest Editor

Sarah Miller, M.Ed.



has been an educator for 32 years, teaching K-8 and now coordinating a high school program for diverse learners. She has earned a Master's in educational leadership and certifications in culturally responsive teaching, restorative practices, and as a Hear-Math Facilitator. Sarah founded a community nonprofit supporting a student-led initiative, including a coffee shop and used bookstore. Teaching at the university level brings her joy as a knowing of how her educational contributions and experiences support aspiring educators. As an educational consultant, she strives to enhance restorative practices, student voice platforms, and equity-focused systems. Her passion is creating inclusive programs that honor differences, value diversity, and celebrate shared connections.

Teacher-Candidates as Editors



For this body of work each teacher candidate engaged in the needed scholarship to research, create, adapt and present in the “R.E.A.D.O” Learning Showcase.

Guided Practice

The process used a variety of books, selected by teacher candidates, designed for elementary school age students that reflected ways to open a window to have hands-on experiences tied to the benefits of effective reading practices.

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The classroom experiences outlined in this edition are for the purpose of displaying an option for how teacher candidates get to learn about teaching reading in the elementary grades and is not intended to be any measure beyond that intent (e.g., not diagnostic for placement)

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Direct all questions to

[About Us - African American Registry](#)

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**"When I look back, I am so impressed again with the life-giving power of literature.
If I were a young person today, trying to gain a sense of myself in the world,
I would do that again by reading, just as I did when I was young."
– Maya Angelou**

In Instructor’s Perspective: Literacy and the Importance of Multicultural Reflections

Sarah Miller, M.Ed.

As an instructor, the Showcase of Learning is an event that provides future teachers with an invaluable opportunity to connect their academic learning to real-world applications. For teacher candidates preparing to become licensed educators, experiences like this are essential for their professional development. The event introduces them to authentic challenges, including meeting real-world deadlines and presenting their knowledge in a public event.

This year, the Showcase of Learning emphasized Minnesota’s statewide focus on the Science of Reading, “Celebrating the Science of Reading through Multicultural Literacy” making it a particularly relevant experience for my class, EDU 330: Children’s Literature in Urban Education (K–6). The course’s integration of state teacher preparatory standards aligned seamlessly with the event’s theme, offering students a meaningful platform to demonstrate their understanding and skills.

The Showcase of Learning serves as a bridge between academic coursework and professional practice. By participating in this event, aspiring teachers experience firsthand the demands and rewards of translating theory into actionable teaching methods. They leave the event with a stronger sense of confidence in their ability to:

- Design instruction that aligns with state standards and best practices.
- Address the diverse needs of learners in urban educational settings.
- Communicate their ideas effectively to a variety of stakeholders.

The assignments completed by teacher candidates for the Showcase event included:

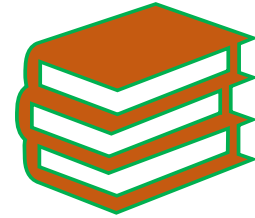


a literacy folder

a READO board (a culturally responsive literacy program component)

a Historically Responsive Literacy Theory and a sample lesson plan

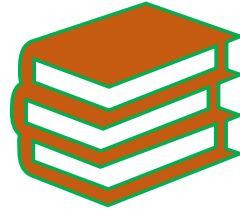
Developing such artifacts allowed teacher candidates to engage in the full spectrum of the planning and learning experiences with opportunities to (based on guided practices and feedback) to meet the needs of various reading levels, abilities and interests.



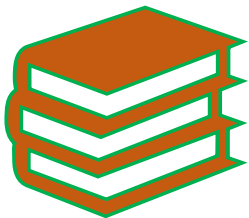
"A word after a word after a word is power." – Margaret Atwood

"One glance at a book and you hear the voice of another person, perhaps someone dead for 1,000 years.

To read is to voyage through time." – Carl Sagan



"Show me a family of readers, and I will show you the people who move the world." – Napoleon Bonaparte"



**A book is a garden, an orchard, a storehouse, a party, a company by the way,
a counselor, a multitude of counselors."**

– Charles Baudelaire

The Importance of Representation: The Internet Tells the Tale for BIPOC Students and Academic Success

Yvonne RB-Banks, Ed.D

A brief engagement with even the most basic internet search will reveal the importance of the “why?” for the importance of representation in materials used in the education of all children. For example, the first hit brought up the following, and it is recommended that those wishing to explore more start here with keywords and more...



(<https://www.google.com/search?client=firefox-b-1-d&q=reading+and+BIPOC+students>)

When discussing reading and BIPOC students, a key point is the crucial need for diverse representation in literature, allowing BIPOC students to see themselves reflected in the stories they read, fostering a sense of belonging and validating their experiences, which can significantly impact their engagement and motivation towards reading; this includes seeking out books by BIPOC authors featuring characters from diverse backgrounds and cultures. Listed below are key aspects to consider based on research, starting with:

Representation matters

- • BIPOC students often lack representation in traditional reading materials, leading to feelings of exclusion and a disconnect with the stories they are asked to read.

- • **Positive impact of diverse literature:**

When BIPOC students see characters who share their cultural background or experiences, it can boost their self-esteem, encourage them to see themselves as readers, and promote a positive identity.

- • **Critical literacy development:**

Reading diverse texts can also help BIPOC students develop critical literacy skills by allowing them to analyze and discuss issues related to race, identity, and social justice within the narratives.

- • **Teacher awareness and selection:**

Educators need to be mindful of the books they choose and actively seek out diverse literature to ensure all students are represented in the classroom.

- • **Challenges faced by BIPOC students with reading:**

- • **Lack of access to culturally relevant books:**

Limited availability of books featuring BIPOC characters can hinder engagement and understanding.

- • **Stereotypes and negative portrayals:**

When BIPOC characters are depicted in stereotypical or negative ways, it can reinforce harmful narratives and undermine students' self-worth.

- • **Socioeconomic factors:**

Socioeconomic disparities can also impact access to books and reading opportunities for BIPOC students.

- • **How to support BIPOC readers:**

Instructing: Historically Responsive Literacy Theory and Lesson Planning

Historically Responsive Literacy lesson plans highlight a broad understanding of diverse cultural histories, giving students access to narratives that mirror their own experiences, as well as windows and doors to see and step into others' experience.

Dr. Gholdy Muhammad explains that historically responsive literacy refers to an educational approach that honors and appreciates the different cultural backgrounds of our students. This helps create a learning environment that empowers and engages our learners with text from the world around them (p. 28) There are four goals and a layered text component to creating a HRL plan. The goals involve the following areas: identity, skills, intellect, and criticality. The layered text component outlines various media that would support the theme of the literature and reinforce the four goals being taught with each book.

- Identity refers to the definition of literacy as the ability to read and write their lives. Students can better understand the self within local and broader context, as well as make meaning of their multiple and complex identities.
- Skills refers to the application and improvement of the cognitive acts of reading, writing, and speaking. Learning and practicing these skills both allow the student to experience and understand more of the world and to develop a platform to project their voices to public audiences. (Muhammad, 2023)
- Intellect refers to the idea that, when the teacher develops the HRL lesson plan, they tap into what the reader understands about various topics, concepts, and paradigms. This allows and encourages the reader to exercise mental capacities that allow them to better understand and critique the world. (Muhammad, 2023)
- Criticality refers to the idea of “reading print texts and contexts with an understanding of how power, anti-oppression, and equity operates throughout society.” (Muhammad, 117) This enables students to question the world, as well as texts within the world, to better understand the interaction between history, power, and equity.
- Layered texts are print, and nonprint media that are intellectually compelling and that support the mandated curriculum and texts.(Muhammad, 2023)

Additional Resources for Educators

Literature and Culture categories on the Registry

- https://aaregistry.org/?s=Literature&subject=54&post_type=&month=&day=

Videos Access on the Registry

- https://aaregistry.org/?s=Literature&subject=54&post_type=video&month=&day=.



Read more:

<https://www.google.com/search?client=firefox-b-1-d&q=Gholdy+Muhammad>

Empowering Future Educators: Celebrating Multicultural Literature and the Science of Reading

When teaching preparatory course emphasizes the integration of teaching reading tools, as well as the concept known as the Science of Reading (SoR). This opens the doors for teacher candidates to explore and look into a comprehensive literacy curriculum that is enriched and allows for an understanding regarding the importance of not only key skills, but reflections and resources that integrate multicultural literature. By focusing on essential reading skills—phonemic awareness, phonics, vocabulary, fluency, and reading comprehension—this approach equips future educators with explicit teaching strategies to ensure student success.

The inclusion of diverse literature in the curriculum not only enhances student engagement but also enables students to connect with content that reflects both their own experiences and the diverse world around them. This exposure fosters a deeper understanding of reading, writing, speaking, and listening, providing students with the tools they need to become literate and culturally aware individuals.

A key element of the EDU 330 course experiences is its focus on current educational research trends and literary theories, which help to lay a strong foundation for inclusive and meaningful teaching practices. The course standards stress the importance of encouraging critical thinking about culture and race while addressing the absence of marginalized narratives in traditional curricula. Teacher candidates are also encouraged to incorporate resources created by underrepresented voices that reflect diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, and migration. These principles empower teacher candidates to develop equitable and culturally responsive instructional strategies, ensuring that every student's identity is acknowledged and celebrated within the learning environment.



Three Key Assignments that Support the Learning:

1. **The READO Board Assignment:** One of the core assignments in EDU 330 is the creation of the READO Board, which supports the READO Literacy Program. The READO Board functions as a dynamic tool that enables teacher candidates to foster student creativity while providing them with the opportunity to choose their own reading materials. The READO Board is filled with a selection of high-quality picture or chapter books that the teacher personally selects. During a designated 45-minute READO literacy session, students choose a book from the board to read or listen to, then write a journal response or post their thoughts online. Once their journal entry is complete, students participate in book talks with their peers, discussing their readings and sharing insights. This assignment encourages both independent reading and collaboration, helping students develop communication and critical thinking skills.
2. **The Literacy Folder:** Another key assignment is the development of a **Literacy Folder** centered around one of the books from the READO Board. This folder includes a Historically Responsive Literacy Lesson Plan and a book brochure that outlines activities and questions designed to reinforce reading comprehension and the book's key story elements. Teacher candidates are also encouraged to include additional activities that enhance comprehension or address specific learning needs. This assignment helps candidates build the skills necessary to plan and implement lessons that are responsive to both the needs of their students and the principles of inclusive literacy instruction.

3. **The Online Literacy Classroom:** The **Online Literacy Classroom** serves as both a cumulative portfolio for teacher candidates and a tool for family engagement. As part of such assignment, teacher candidates as scholars write a letter to families introducing themselves as literacy teachers, explaining their teaching philosophy, and outlining the READO Program. The online classroom includes links to the READO boards, allowing parents and guardians to stay informed about the books their children will be reading. Additionally, a "Read-Aloud Corner" section features a list of books the teacher will read aloud to the class during the year. The Online Literacy Classroom also includes a "Family Engagement Corner," with a prerecorded video offering activities families can do at home to support literacy development. The "Adult Resource Corner" provides a link to a Google document featuring research and ideas on high-quality literacy instruction.



This assignment allows teacher candidates to share their literacy approach with families and build a bridge between home and school.

Conclusion

Teaching preparatory courses can provide a well-rounded and dynamic approach to literacy education. Such courses, allow for the blending of the Science of Reading with multicultural literature and inclusive teaching strategies. By engaging in the three key assignments, such as the ones used in EDU 330—the READO Board, Literacy Folder, and Online Literacy Classroom—teacher candidates gain practical tools to create literacy environments that are both academically rigorous and culturally responsive. These assignments foster critical thinking, promote family involvement, and ensure that all students see themselves represented in the literature they read. Through these efforts, teacher preparation courses should be designed to empower future educators to nurture diverse, inclusive, and engaged readers who are prepared to navigate and contribute to a complex, and ever-changing world.

Fall Showcase of Learning

"Reading should not be presented to children as a chore, a duty.
It should be offered as a gift."
– Kate DiCamillo



A SAMPLE

from

Teacher Candidates



A Targeted Focus

The focus was to create lesson plans to support teacher candidates' growth and understanding of how to apply the *Historically Responsive Literacy* goals while using teaching strategies that bring forth Standards of Effective Practice (SEP) that incorporated materials that supported teaching literature and incorporating a diverse lens. An example of a lesson:



Title: Dragon Doctor, Author, Joan Procter

Skill Development Using Historically Responsive Literacy Planning:

- Identity: Teacher Candidates will reflect on their own identity and how their unique traits contribute to their interest/ aspirations
- Skill: Teacher Candidates will create a visual presentation to share with the class and receive peer feedback
- Intellect: Enhance their understanding of targeted outcomes, strategies and use the feedback for adapting
- Criticality: Teacher Candidates will have a group discussion on challenges faced by others and identify barriers and purpose solutions to promote equality.

Each day let us remind students...



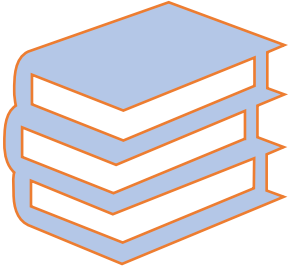
**"Books are mirrors: You only see in them what you already have inside
you."**

– Carlos Ruiz Zafón, *The Shadow of the Wind*

Name: _____ Grade: _____ Date: _____ Theme: **Multicultural Literature**

R	E	A	D	O
<p>Finding My Dance By Ria Thundercloud 📖 Read-Along with the Author FINDING MY DANCE Brightly Storytime</p> <p>Sam</p>	<p>Everyone Loves Lunch Time, but Zia By Jenny Liao Everyone Loves Lunchtime but Zia - Storytime To Go</p> <p>Brandon Raine</p>	<p>Peg + Cat: The Eid Al-Adha Adventure Book by Billy Aronson and Jennifer Oxley Peg+Cat🐱: The Eid Al-Adha Adventure📖 - By Billy Aronson & Jennifer Oxley</p> <p>Boushra Ghazal</p>	<p>Stolen Words-Melanie Florence Stolen Words</p> <p>Kathy</p>	<p>Mango Abuela and Me By Meg Medina 📖 Mango, Abuela, and Me—Kids Book Hispanic Heritage Short Read Aloud Story</p> <p>Juanita</p>
<p>Rice & Rocks By Sandra L. Richards https://www.youtube.com/watch?v=iYOoCabjNjs</p>	<p>Areli is a Dreamer By Areli Morales Areli is a dreamer read-aloud</p> <p>Cynthia</p>	<p>Let's Celebrate By Kate DePalma https://www.youtube.com/watch?v=OT0uaNKvjQQ</p>	<p>Noura's Crescent Moon By Zainab Khan Noura's Crescent Moon - Read Aloud with Pictures</p> <p>Safiya</p>	<p>Have a Good Day Cafe By Frances park The Have a Good Day Cafe Read Aloud- read by a Korean-American teacher with no extra frills :)</p>
<p>Dumpling Soup By Jama Kim Rattigan Dumpling Soup, by Jama Kim Rattigan</p>	<p>Spanish is My Superpower By Jennifer Jones Spanish is My Superpower by Jennifer Jones #storytime #education #learning #learns spanish #vira</p> <p>Megan Hettwer</p>	<p>FREE</p>	<p>Tani's New Home By Tanitoluwa Adewumi Tani's New Home</p>	<p>Mama's Nightingale By Edwidge Danticat Mama's Nightingale</p>
<p>Hot Roti for Dada By Farhana Zia Hot, Hot Roti for Dada-ji</p>	<p>Name Jar By Yangsook Choi THE NAME JAR by Yangsook Choi (Kids Book Read Aloud 📖) Back to School</p> <p>Amber</p>	<p>Lailah's Lunchbox By Reem Faruqi 📖 Lailah's Lunchbox [READ ALOUD] by Reem Faruqi</p>	<p>The Boy from Mexico By Edward Dennis The Boy from Mexico: An Immigration Story of... by Edward Dennis - Audiobook preview</p>	<p>My Mother's Tongue: Weaving of Language By Uma Menon My Mother's Tongue Weaving of Language</p>
<p>Sankofa By Eric Adjepong 🌍GH SANKOFA Read Aloud with the Author Brightly Storytime</p> <p>Alana W</p>	<p>Eyes That Speak to the Stars By Joanna Ho Eyes that Speak to the Stars by Joanna Ho READ ALOUD Book</p> <p>Kaylin</p>	<p>Holi Hai! By Chitra Soundar PixieLin's Storytime: Holi Hai! by Chitra Soundar</p>	<p>I'm New Here By Anne Sibley O'Brien I'm New Here by Ann Sibley O'Brien</p>	<p>Cousins Forever By Elisavet Arkolaki 👪 COUSINS FOREVER by Elisavet Arkolaki Story about Family Kids Books Read Aloud Childrens Books</p>

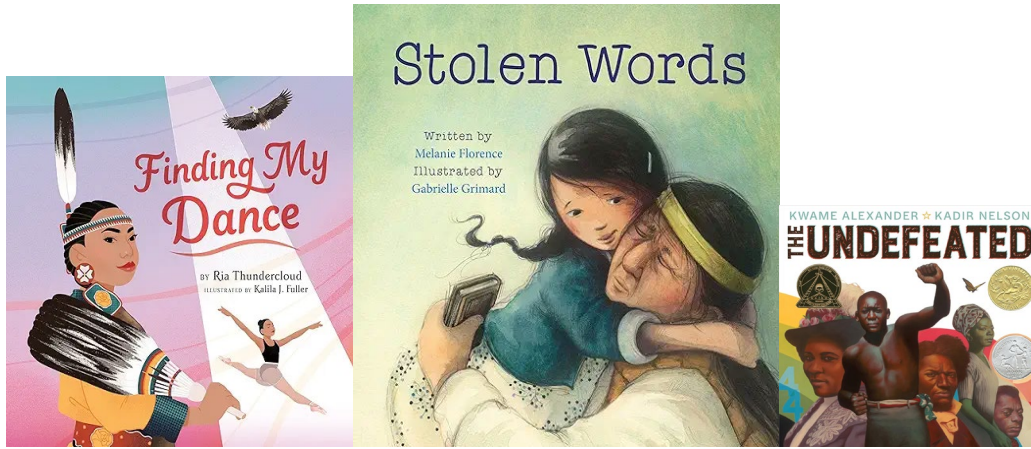
A great idea...



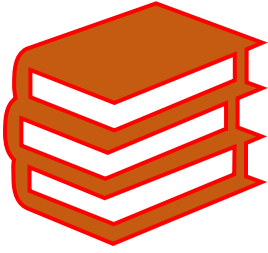
"Let's be reasonable and add an eighth day to the week that is devoted exclusively to reading."

– Lena Dunham

Resources for Teachers



Because...



"Some books leave us free and some books make us free."

– Ralph Waldo Emerson

Layered Texts and Experiences Shared

"The Name Jar" by Yangsook Choi

- A picture book about a girl who struggles with her cultural identity after moving to a new country. This can prompt disc

Reptile video For Kids

- <https://www.youtube.com/watch?v=s4qw8bRkpsM>
- <https://www.youtube.com/watch?v=fJLfxQ2QQYo>

Shark Lady By Jessi Keating

- I am inspired by people who break barriers to succeed. Ichthyologist (fish biologist) Eugenie Clark is such a person. She became a deep-sea diver at a time when not many women were entering that career.

~

Specifically, teacher candidates showcased their ability to:

- Feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from the curriculum.
- Encourage critical thinking about culture and race by including missing narratives and addressing dominant cultural perspectives in the curriculum.
- “These assignments aligned with the event’s focus and reinforced the importance of creating inclusive, equitable, and culturally responsive learning environments.”
- “Such engagements allow students to demonstrate their alignment with key teacher preparation related to standards of effective practice (SEP).”

A Collective Take-away:

“What a real classroom experience should reflect ~ I learned to adapt ~ adapt ~ and adapts some more, that is the way to keep students engaged and learning in ways that meet their needs and interests.

And to all our students, we say...



“You have brains in your head. You have feet in your shoes.

You can steer yourself any direction you choose. You’re on your own.

And you know what you know. And YOU are the one who’ll decide where to go. ...”

—*Oh, the Places You’ll Go!* by Dr. Seuss

A Word from the Executive Director



Epilogue of Intent

African American Registry's philosophy connects a moral compass with classrooms and communities; the *Journal of the Registry* is an extension of this promise.

Examples of the Africana ethics we teach and learn from are:

-
- History + Culture = heritage
- Episodes/people/locations = our journey
- Learning spaces through intersectionality
- Supplement E-12 curriculum with the above content and method

Africans on the continent and Africans in the diaspora must appreciate our women more. All African people who read the *Journal of the Registry* do so because an African woman chose to live through the middle passage.

Research reveals that coalitions from Indigenous, white, and immigrant communities have been consistent over time, which supports unity. Through 600 years of agrarian, industrial, and technological commerce, Africans in the United States have overcome white oppression with more representation than any other non-white group.

The *Journal of the Registry* primarily aims to generate deeper thoughts and feelings. Its success depends on an increased understanding of them that moves people to action.

Your questions and/or comments are encouraged.

A handwritten signature in black ink that reads "D. D. McKie". The signature is fluid and cursive, with a large initial "D" and a long horizontal stroke extending to the right.

Founder, Exec Director, African American Registry®

Call for Submissions for Spring 2025 Edition



Minneapolis, MN

www.aaregistry.org

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