 **Joseph**

Not Joe, Joseph, he will tell you, as he is the third Joseph in his family, and using his full name is a tradition. With a younger sister coming behind him, he is continuing a family tradition of learning and education. Joseph’s mother and father both completed advanced degrees and are eager to understand how they can support him in achieving his full potential.

Joseph’s family can trace their roots in North Carolina back several generations to the era of slavery. They take pride in sharing the stories of both their roots and their aspirations. In fact, carrying the stories of the past forward is a commitment Joseph’s family shares both at home and in their place of worship.

In his Kindergarten classroom, Joseph is quick to raise his hand when he knows the answer. He is fascinated with any aspect of science – animals, planets, dinosaurs, etc. But reading is not Joseph’s favorite thing. When it’s time to focus on reading, Joseph tunes out. When his family has asked him about this, his response has been that reading is “boring” and doesn’t relate to him. Joseph’s teacher is very concerned about his lack of interest in the reading curriculum.

**For your consideration**

What can you learn about evidence-based practices that support literacy in young black children?

What might you like to ask Joseph’s family about books and reading in their home?

If you were the teacher in Joseph’s classroom, what would your next steps be: 1) in terms of coordinating and collaborating with Joseph’s family; 2) in terms of implementing practices within the program that support Joseph’s needs? (and the needs of other children?)