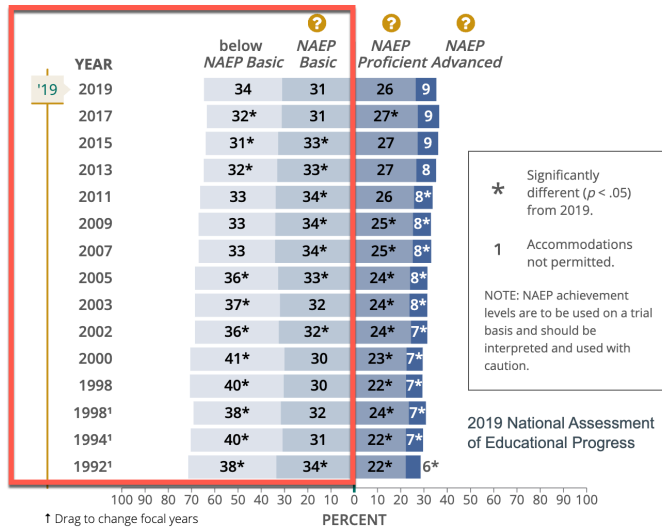


## A Remedy for the low reading proficiency among grade school students

It's not a pretty graph! The image you see below is the National Assessment on Educational Progress (NAEP) reporting on the reading proficiency of fourth grade students. Since national testing began in 1992,

Trend in fourth-grade NAEP reading achievement-level results 2019 NAEP Report  
4th grade reading

BASELINE: [NAEP PROFICIENT](#) [set at NAEP Basic](#) [Hide NAEP achievement-level details](#)



in round numbers, an average of 33% of all fourth grade student read at a skill level defined as “Below NEAP Basic proficiency”. The second low performing group comprising an average of 32% of all fourth grade students read at a level defined as NEAP Basic proficiency.

We could debate the reasons, or we could spend our time and

resources on addressing this reading proficiency problem that is particularly rampant in low income and under-served communities. This low reading proficiency has a severe impact on the future opportunities available to our young people.



We spent 12 years operating an after-school reading program, we have observed how students learn by applying systematic strategy to reading.

There has been a search for an individualized method to provide each student with the appropriate content to advance their reading skills. The ideal teaching method is a one-t- one teacher student relationship, but that approach is resource intensive and outside the budget of our school system.

During 2019, we tested the use of recorded lessons as part of an individual student reading plan along with the support of a Supervising Teacher and a Reading Coach. We were encouraged by the results from the early testing and began to use the video lessons as the foundation for an individualized reading program. One year later, faced with the closure of schools, we recorded all of the lessons needed through 4th grade reading and made the program available on the internet supported by online Reading Pals and Reading Coaches.

The following pages contain seven short videos about the Learn to Read program and how we developed a partnership with the University of California at Merced to deploy this program in the community. Each video is approximately 5 minutes. Please click on the image or the link under each of the images to view the video.

Let's start with a 5 minute interview with the Aunt and a student using the reading program



<https://vimeo.com/520777057>

As the program grew, the partnership with the University of California - Merced introduced us to a literacy coalition focused on working with the most “at risk” students in the community.



The above video is an interview with Gloria Morris, the Founder and Director of Harvest Park Education Center. (<https://vimeo.com/519064411>)



The above video an interview with a university intern who has been a part of the UC Merced Reading Pal program ( <https://vimeo.com/520453291> )

Join Sujeiri from the above interview as she works with her student Delilah at the end of a Reading Pal session.

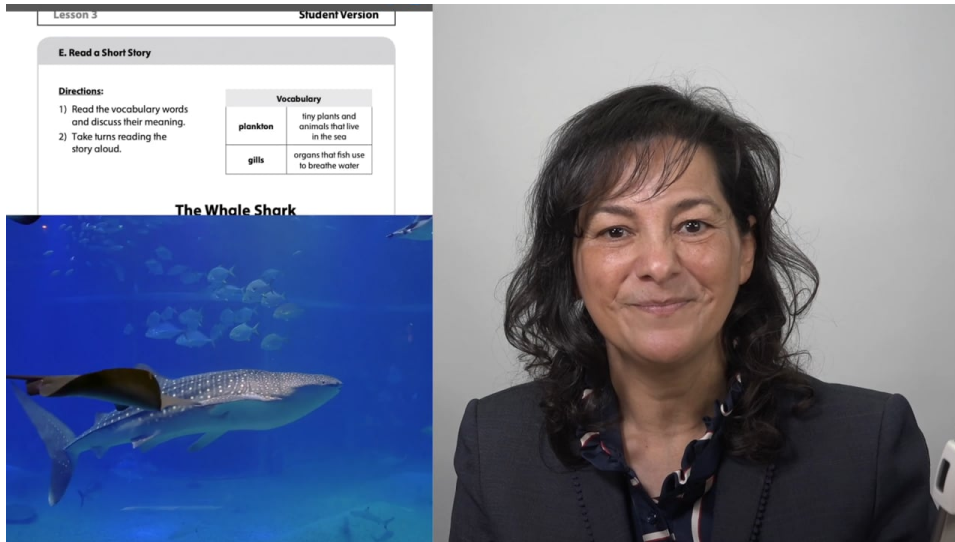
You can click on the image above or the link below to view the Reading Pal session. <https://vimeo.com/523335108>

So far, we have provided insights into the the Reading Pals, the Reading Coaches, the parents and the students. Let's take a look at the course content.

There are eight workbooks starting at the most basic level of learning the ABC's and the sounds of the letter and the vowels to reading stories, answering questions about the content in the story and writing a paragraph outlining what was learned in the story.

Each page in the workbook has at least one video lesson and some pages will the up to three video lessons. Each lesson is between 12 and 18 minutes and is designed for the student to follow the teacher's direction in their workbook. A parent or a designated Reading Pal assists the student in their engagement in the lesson.

The following link is an example of a lesson, 3 minutes introduction to a story.



The Introduction to the Whale Shark Story provides a review of some important vocabulary words and some interesting insights into what will be learned by reading the story. ( <https://vimeo.com/398149460> )

We have discussed the role of the Reading Pal, however, a parent of a family member, if available, can provide the role of the Reading Pal to a child.



In this situation, the grandfather took the role of reading pal with his grandson, Derek. ( <https://vimeo.com/474251240> )

A brief conversation with a parent after their child started the program.



For more information on becoming a community partner, please contact us at [info@LearnToReadOnline.org](mailto:info@LearnToReadOnline.org) or call 650-439-0330

Thank you

Jim Connor