



WHEN
“U READ...U LEAD”

*UNIQUE LITERACY AND EDUCATIONAL CONSULTANTS
USHERS IN A RENAISSANCE ERA OF
READING FOR ALL*



UReadULead

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I. The formation of Unique Literacy and Educational Consultants (ULEC)

Unique Literacy and Educational Consultants (ULEC) is a reservoir for highly sought after reading selections for children, teenagers, young adults, parents, grandparents, business partners, and all other entities committed to improving literacy.

ULEC with its premier branding, “**UReadULead**”, will be the leader in providing specialized literary products and services that promote reading consciousness, instructional standards-based comprehension, parent/business educational engagement, and ultimately – personal and professional growth and awareness at the youngest age possible for the reader.

ULEC has studied and been a part of literacy research, and with over 25 years of professional expertise in working in public education in large urban school districts (grades K-12), our organizational leaders have actually designed new wave reading strategies that will afford children of all backgrounds, regular or exceptional education, an advantage in becoming excellent comprehensive readers.

ULEC’s overarching aim is to help all persons become avid readers and leaders, and our products explore standards-based learning in the areas of Reading, English Language Arts, Math, Science, Social Studies, and Technology, while reinforcing the importance of education, entrepreneurship, and economic awareness.



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II. The education of the **UReadULead** book series and services

ULEC's company brand, "**UReadULead**", is self-explanatory. *Our vision is what we envision – a world of children dedicated to becoming avid readers and leaders.* Our organization understands that if you want a child to read more or read at all, then two factors are paramount. A book or literature work must: 1) Be of interest to the child; and 2) Be readable.

"**UReadULead**" books strategically employ (4) research-based R's: 1) Relevance; 2) Relationship; 3) Rhythm; and 4) Rhyme.

Our books are Lexile leveled for grades 1+, and are perfect for **struggling and emerging** readers, but are just as appropriate for proficient and advanced readers, or even adults. Aligned with national reading/common core standards, the books are designed to:

- Ignite interest in reading (fun, yet very informative and character ed. building)
- Inspire college and career path aspirations (introduce reader to career paths through past, present and possible future events, persons, places, or things – invoke prior knowledge or build for transfer)
- Enhance knowledge, vocabulary, creativity, and standards-based comprehension
- Increase parental engagement and school partnerships (products contain the necessary standards-based content to allow parents/instructors to teach and help children improve their academic performance through thought provoking literature)



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Each “UReadULead” selection is designed to be functional, informational, and recreational, requiring the reader to make inferences and analyze what is being read.

- Functional / Informational - Readings are informative, and activate critical thinking, synthesis, and evaluation. “UReadULead” selections purposely expose readers to challenging words to increase vocabulary and activate higher order thinking processes. This leads to open-ended thinking and prompts the reader to further research or study the literary topic. The literature is designed in congruence with national reading/common core standards so that there are:
 1. Learner Reading Perspectives - Exposed to literature to acquire new information; To understand and fulfill personal and professional growth opportunities and experiences; To understand the world and multicultural societies. *To understand the value and purpose of an education, entrepreneurship, and economic awareness.*
 2. Learner Understanding of Human Experiences - Exposed to Literature to build philosophical, ethical, and aesthetic human value.
 3. Learner Evaluation Strategies - Exposed to a wide range of strategies to comprehend, interpret, evaluate, and appreciate literature. Learners draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (i.e. sound-letter correspondence, sentence structure, context, graphics, etc.).

4. Learner Communication Skills - Exposed to literature to maximize use of spoken, written, and visual language (i.e. convention, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.
 5. Learner Writing Strategies - Exposed to literature to employ a wider range of strategies for writing, and the utilization of different writing process elements appropriately to communicate with different audiences for a variety of purposes.
 6. Learner Research Skills Development - Exposed to literature to increase utilization of a wide range of technological and informative resources (i.e. internet, computer networks, databases, video, libraries, etc.) to gather, synthesize, and evaluate information for the purpose of increasing knowledge base and communicating effectively and efficiently.
 7. Learner Knowledge Application - Exposed to literature to effectively and efficiently synthesize and evaluate readings and apply knowledge to historical context issues and everyday real-world matters.
- Recreational - Readings are actively engaging, particularly for those persons who are apprehensive about reading (i.e. emerging, struggling, or identified deficiencies).

Functional reading information resource:

https://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf



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III. The justification of ULEC

Six empirical statistics form the basis for the necessity of ULEC and the “UReadULead” books and services, as supported by Reading is Fundamental – Literacy Facts and Stats, <https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#>

1. Children’s early vocabulary skills are linked to their socio-economic background
 - By age 3, a 30 million word gap exists between wealthy and poor children
2. The first three years of schooling are a critical time to learn the basic skills needed to tackle a more advanced curriculum in later years
 - 65% of fourth graders read at or below the basic reading level
3. There are significant gaps in reading achievement by race and income
 - 47% of fourth graders from low-income families read below the basic reading level
 - 50% of Black fourth graders scored below the basic reading level, as to 47% of Hispanic and 49% of American Indian fourth graders.
4. Summer is a critical time when students either leap ahead or fall behind
5. A lack of academic achievement is a key reason for student to drop out of high school
6. 66% of children who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare

To change the above narrative, reading is imperative. But in order to get a child, teenager, or adult to actively engage in meaningful reading, there must be a renaissance in book literature writing that virtually compels the person to want to read and learn more and more.



IV. The location of ULEC

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