

“Remy Charles” Reading Profile Report

Remy Charles John S.

8/15/08

Student’s name

Tested by

Date

Assessments	Mastery Level	Comments
Word Reading (QARI Form A)	GE 8-9	R. read smoothly with only minor mistakes up to Level 7-8, where he read 7/10 correctly, but then read 8/10 correctly at Level 9-10. Showed some decoding skill on ability to sound out difficult words.
Informal Word Analysis Inventory (S. Greene) – Lists I and II		N.A.
Word Meaning (Davidson-Bruce)	GE 4	As an ELL, Remy had to give gestures (<i>climb, touch</i>) and examples for many of his definitions.
Reading Comprehension (TABE form 9)	GE 6.8	

Background and educational history

Remy is 43 years old and was born in Haiti where he attended school for 5 years in Port-au-Prince. He reports no problems learning to read as a child. In addition to Creole and English, he speaks some French. He emigrated to the U.S. ten years ago and took ESL classes for two years when he first arrived. He feels he speaks and understands English pretty well, but would like to improve his English reading, mainly his vocabulary and comprehension. He is working two jobs as an auto parts delivery driver and part-time custodian. He would like to be able to read well enough to study for and pass the federal licensing test to be an interstate truck driver for hazardous materials. He reads the newspaper, magazines about sports and cars, and reads children’s books to his five-year-old daughter.

Strengths and needs in reading

Remy reads English words well up to GE 8-9, and when he doesn’t know how to pronounce a word, appears to have fairly good ability to sound it out. As he acknowledges, his main difficulty is in the area of reading comprehension. This is undoubtedly caused by his GE 4 level of mastery in Word Meaning. Remy is able to comprehend text at a higher level (GE 6.1) than his expressive vocabulary (GE 4.0). Like many English language learners, he understands English vocabulary words better in context than in isolation.

Suggestions for instruction

Word analysis and word reading

Remy has few needs in this area, except perhaps a review of how to syllabicate and decode long English words [e.g., *contribution, convenient, reputation*] syllable-by-syllable, all the way through to the end of the word. Care should be taken to make sure Remy either knows or learns the meanings of any words practiced for word recognition.

Vocabulary

This is the main area of need for Remy. At GE 4, his expressive vocabulary is at the level of conversational English. He needs to learn more literate, academic word meanings to be able to comprehend at a higher level. His inability to define words like *ordinary, urge, ruin, energetic, oppose* suggests that he would benefit from direct teaching of Tier 2 or academic words – words that he is more likely to encounter in print than in conversation at his job or at home. Along with this, Remy would also probably benefit from a review of English Signal Words that tend to occur more in print than in conversation (Fry, E. et al. *The reading teachers book of lists* (1993), p. 164-170). Signal Words include words like *however, despite, nevertheless, although, etc.*

In addition, silent and oral reading of non-fiction texts at the GE 6-9 level should help Remy to acquire a more literate English vocabulary, especially if vocabulary instruction is part of the reading process. He should also be encouraged to read on his own time magazines, books, and manuals about trucks and trucking to help prepare for the hazardous materials license exam.

Oral reading

Although Remy reported he was concerned about reading too slowly, he does not need to practice oral reading for decoding purposes. His slow reading is probably caused by his having to pause to figure out the meanings of English words and grammar constructions from their surrounding context. But occasional oral reading of the same material he is reading for silent comprehension could help him with comprehension, especially if the oral reading emphasizes expression and illustrates the roles played by the Signal Words and Tier 2 Words in real text.