SECONDARY READING LEARNER PROFILES[1] PLAYLIST

Step 1: Review description of the student's strengths and weaknesses	Step 2: Highlight the profile represented by this student	Step 3: Gain insight into instructional priorities for this student
Darnell: He is a conundrum to his teachers. His hand is always the first one to go up to answer a question. He has a robust vocabulary that he displays during class discussions. When engaged in a debate, his deep knowledge and keen logic are evident. His arguments are sound and perceptive. For these reasons, his teachers are perplexed by Darnell's "unexpected underachievement" (Ferrer, Shaywitz, Holahan, Marchione, & Shaywitz, 2009). In spite of his strong oral language skills and engagement during class discussions, Darnell's written work demonstrates little initiative or effort. Although he has worked diligently, his work is rarely complete and has many spelling errors. In a self-effacing manner, he avoids reading aloud whenever possible by deferring to his peers. When he does read aloud, he misreads words, and his reading is labored and disfluent. A less self-assured student emerges.	**Profile 2** - Decoding/Word Recognition + Language comprehension **Profile 3** + Decoding/Word Recognition - Language comprehension **Profile 4** - Decoding/Word Recognition - Language comprehension	*Watch:* ● Clip describing instructional priorities (6 min) Review Instructional Priorities ● Decoding and spelling ● Fluency practice with decodable text ● Morphology ● Listening to and analyzing increasingly complex text
Linda: Linda reads accurately and fluently and is eager to read aloud at any time. She writes immaculately and is a competent speller. However, Linda does not comprehend most of what she reads beyond a literal level of understanding. She is unable to integrate information in a text with her background knowledge to infer an answer to a question about the text, and she does not understand the nuances of language (i.e., shades of meaning) or nonliteral language (e.g., idioms. metaphors, similes). She has difficulties following oral directions and processing and integrating information during class discussions. Her written compositions are well organized but lack maturity and depth. Her teachers see Linda as a motivated student, but they are concerned that she eventually will give up in frustration.	**Profile 2** - Decoding/Word Recognition + Language comprehension **Profile 3** + Decoding/Word Recognition - Language comprehension **Profile 4** - Decoding/Word Recognition - Language comprehension	*Watch:* ● Clip describing instructional priorities (8 min) Review Instructional Priorities ● Vocabulary and morphology ● Nonliteral language ● Grammar ● Scaffolded reading of more complex text ● Concrete examples, graphics, and repetition

[1] SOURCE: Carreker, Suzanne, PH.D., CALT-QI, (March 13, 2019). *Strategies to Improve Adolescent Reading Proficiency: How to Identify and Address Why Students Struggle*

Tyler: Tyler's inadequacies are due to his high mobility, which has disrupted his learning, created gaps in his knowledge, and impacted his motivation. His mother is a single parent who for years has taken advantage of one-month free rent offers that have often required Tyler to cross school and district zones several times during a school year. Inconsistency across various curricula means that Tyler is either bored and acts out because the same content is being presented, or he is lost and stops paying attention because the content is more advanced. He will go to any length to avoid reading and writing, both of which for Tyler are labored and full of errors. He prefers listening to text read aloud and oral discussions and presentations, but he lacks Darnell's overall depth of knowledge and vocabulary. However, Tyler does display pockets of insightful knowledge and has gained "street smarts" as a result of protecting his three younger siblings and assisting his mother with household chores and responsibilities.	**Profile 2** - Decoding/Word Recognition + Language comprehension **Profile 3** + Decoding/Word Recognition - Language comprehension **Profile 4** - Decoding/Word Recognition - Language comprehension	*Watch:* ● [Clip describing instructional priorities](#) (2 min) Review Instructional Priorities ● Decoding and spelling ● Vocabulary and morphology ● Grammar ● Decodable text for fluency ● Opportunities to listen to and analyze complex text that matches interests and pockets of knowledge ● Consistent and sustained instruction
Izabella: Izabella, whose first language is Spanish, sometimes has difficulties following oral directions and the flow of a class discussion and does not always understand nonliteral language. Her decoding of English words with reliable and frequently recurring patterns is improving, but she struggles with less frequent and irregular patterns. Her written work is progressing but continues to show spelling, syntactic, and semantic errors that sometimes interfere with her communication. Nonetheless, Izabella reads fluently in Spanish and can comprehend texts at both literal and inferential levels in Spanish. In her first language, Izabella exemplifies Profile 1. Currently, her English language proficiency designation is Level 3, according to WIDA Performance Definitions. All her teachers are pleased with her progress and realize that Izabella's continued progress in understanding and decoding English is paramount to her academic success.	**Profile 2** - Decoding/Word Recognition + Language comprehension **Profile 3** +Decoding/ Word Recognition - Language comprehension **Profile 4** - Decoding/Word Recognition - Language comprehension	*Watch:* ● [Clip describing instructional priorities](#) (5 min) Review Instructional Priorities In English- ● Decoding, spelling, and fluency ● Vocabulary and morphology ● Nonliteral language ● Grammar ● Opportunities to read texts independently ● More complex text as fluency and language proficiency increases ● Scaffolding with concrete examples and graphics