Designed to provide resources for educators who teach reading for students with learning disabilities (LD), this 26-item annotated bibliography contains selections published in the ERIC database between 1987 and 1989. The bibliography is divided into two sections: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students. (NKA)
Educators who teach reading to students with learning disabilities face a task that requires skill in a specialized area. This FAST Bib describes several resources that provide information on teaching reading to learning disabled (LD) students. The references listed here were produced through a search of the ERIC database from 1987 to 1989.

The citations are arranged in two categories: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students.

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Overview and Research


Analyzes communication performance of tenth-grade LD students on the Florida State Student Assessment Test-II (a minimum competency test). Supports employers' belief in the importance of these skills for job performance.


Describes learning disability or reading disability in terms of deficiencies in processing information. Offers an integrated view of intelligence as cognitive processing followed by a demonstration of how tests of information processing have successfully revealed strengths and weaknesses of cognitive processes relating to reading.


Compares the effects of two ways of making text more explicit for LD children: by adding sup-
portive information or asking inference questions at the ends of episodes. Demonstrates that adding elaborative content enhanced story understanding while asking inference questions was not more effective than the explicit version of the text alone.


Discusses a learning strategy, employing imaginal processes and verbal mediation procedures, designed to improve reading comprehension in 24 LD students. Indicates significant gains and improvement in reading comprehension over a 15-week treatment period.


Presents a holistic perspective on reading and writing instruction, focusing on meaningful, purposeful literacy applications. Discusses LD and remedial students, and introduces readers to a holistic theory of reading and writing development.


Examines the trend of using Attention Deficit Disorder (ADD), commonly known as hyperactivity, to classify students as LD. Notes that ADD characteristics are frequently observed in children with reading problems, and argues that misclassifying students as LD denies them appropriate reading instruction.


Notes that research on LD secondary school students' academic deficits, response to classroom environment, and response to instructional interventions are integrated with research on metacognition in text learning. Recommends a metacognitive orientation for instructional intervention programs, which should address general comprehension strategies, specific study strategies, and factors related to learner characteristics.


Presents a list of 70 typical academic problems of learning-disabled children that special educators must be able to diagnose and remedy. Categorizes the problems as follows: reading, language, spelling, handwriting, arithmetic, thinking, and school task and behavior problems.


Studies the cognitive processing in high IQ and average IQ elementary grade LD and non-LD children. Finds that LD students were poorer in sequential processing and planning compared to non-LD students; high IQ LD students lost their IQ advantage to low IQ LDs in sequential scores.


Contains a review of reading comprehension research since 1980, based on an interactive model of reading, with a focus on reading disabilities/learning disabilities. Includes studies which have investigated the influence of readers' prior knowledge of a topic, the influences of text structure and task demands, and metacognitive strategies.


Compares earlier identified (grades 2-4) and later identified (grades 5-8) LD students' test scores (Woodcock Reading Mastery Tests and Wechsler Intelligence Scale for Children) upon identification and over time in special education. Finds no significant between-group differences at identification and that over time (two years), verbal ability decreased, though reading achievement increased for both groups.
Instructional Strategies


Contrasts traditional practices in reading and writing assessment which focus on fragmented, isolated skills to a holistic approach to assessment, which is recommended. Examines children’s reading and writing as communicative behaviors that are effectively evaluated through systematic observations as they occur in natural settings.


Describes how students with learning difficulties can develop their literacy for daily living by using daily living literature, which provides knowledge and skills for accomplishing some societal task.


Examines how the use of the whole language theory can improve the reading and writing of the language LD. Describes resource room characteristics necessary to create a whole language learning environment and outlines instructional practices consistent with whole language theory, such as reading aloud, language experience approach, and predictable story books.


Examines the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. Finds that poor readers learned to develop reading speed and fluency with repeated practice and that subjects improved their reading speed and comprehension and decreased the number of word errors.


Describes three holistic approaches to reading comprehension instruction for LD children: text-based instruction, explicit comprehension instruction, and a combined model. Discusses each model’s strengths, weaknesses, and teaching techniques. Recommends the combined model.


Examines whether mnemonic or non-mnemonic pictures aid LD students in grades seven, eight, and nine when reading expository passages about the extinction of dinosaurs. Determines that both types of pictures aided students’ free recall, while only mnemonic pictures facilitated recall of the plausibility order of the passages.


Offers suggestions for using the newspaper to help LD students improve their reading, language arts, and mathematics skills.


Analyzes the effects of LD elementary grade students reading passages orally one, three, or seven times with instructions to work for either fluency or comprehension. Finds that both fluency and comprehension improved with the number of readings with the greatest improvement being between one and three readings. Attentional cues operated in the expected directions.


Uses a repeated measures design where third grade students with learning disabilities read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both work recognition accuracy and reading comprehension.

Discusses how the use of visual phonics can help beginning readers or reading-disabled students overcome difficulties in word learning. States that the technique enhances the ability to identify grapheme-phoneme correspondences (usually appearing in the middle of words and useful for decoding) and prompts the learner to generalize these correspondences from one word to another.


Describes intervention programs (psychomotor, self-esteem enhancement, and direct instruction) with children who had reading difficulties, finds that the direct instruction program had the greatest gains and that post-intervention questionnaires completed by subjects, parents, and teachers indicated that perceived success differed significantly from measured success.


Evaluates the effectiveness of using verbatim text recordings to increase LD high school students’ reading comprehension and learning ability. Finds that the use of the recordings did produce performance gains, especially when used in conjunction with completion of a related worksheet.


Evaluates the relative effectiveness of three variations of a computer program designed to increase the sight-word reading vocabulary of 17 learning-disabled children in grades 1, 2, and 3. Reports no differences among the visual only, the visual-auditory, or auditory only presentation modes.


Reanalyses data from a study on silent classroom reading with 105 LD students (aged 6-12 years) using linear structural equation modeling. Concludes that when entry-level abilities are controlled, silent reading does not have a significant effect on post-test reading performance.


Asserts that identifying the main points of a communication is fundamental to successful reading comprehension. Discusses difficulties in defining main idea, text structure variables in determining important information, textual hierarchy and the theory of macrostructure, text features signalling important information, summary writing, learning-disabled readers’ insensitivity to text importance, and instructional methods.