

Annotated Bibliography

Cowden, P. A. (2010). Reading Strategies for Students With Severe Disabilities. *Reading Improvement*, 47(3), 162-165.

The article examines the remediation strategies for students with severe reading disabilities. It analyzes the constructivist approach to teaching reading to students whom are severely learning disabled and the challenges that an educator may run into in the classroom. It notes several studies including one conducted by A. Cooke on a student with severe dyslexia who entered college with no reading and writing skills and one by C. Denton who examined students over a 16-week intervention.

Dunn, M. W. (2007). Diagnosing Reading Disability: Reading Recovery as a Component of a Response-to-Intervention Assessment Method. *Learning Disabilities -- A Contemporary Journal*, 5(2), 31-47.

The article explores the assessment components of the Reading Recovery (RR) program as part of a future response to intervention (RTI) model. It was found out that RR assessment elements were significant predictors of first-grade students who were later identified as having a reading disability. Ending text level was consistently the largest predictor of students later classified as having a reading disability or not.

Esteves, K., & Whitten, E. (2011). Assisted Reading with Digital Audiobooks for Students with Reading Disabilities. *Reading Horizons*, 51(1), 21-40.

The goal of this study was to compare the efficacy of assisted reading with digital audiobooks with the traditional practice of sustained silent reading (SSR) in terms of reading fluency and reading attitude with upper elementary students with reading disabilities. Treatment group participants selected authentic children's literature and engaged in assisted reading with digital audiobooks four to five times per week over an eight-week implementation period. Results showed that while all students demonstrated growth in reading fluency as calculated by words read correctly per minute, the growth of the treatment group far outweighed that of the control group. There was no significant difference in reading attitude scores. Consequently, this study shows that teachers can promote greater growth in reading fluency when assisted reading with digital audiobooks is implemented in the place of SSR.

Meisinger, E. B., Bloom, J. S., & Hynd, G. W. (2010). Reading Fluency: Implications for the Assessment of Children with Reading Disabilities. *Annals Of Dyslexia*, 60(1), 1-17.

The current investigation explored the diagnostic utility of reading fluency measures in the identification of children with reading disabilities. Participants were 50 children referred to a university-based clinic because of suspected reading problems and/or a prior diagnosis of dyslexia, where children completed a battery of standardized intellectual, reading achievement, and processing measures. Within this clinical sample, a group of children were identified that exhibited specific deficits in their reading fluency skills with concurrent deficits in rapid naming speed and reading comprehension. This group of children would not have been identified as

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