

Research to Practice: Decoding and Fluency Problems of Poor College Readers

Lauren Capotosto, EdM, Doctoral Student at Harvard Graduate School of Education

<http://collegetransition.org/college-career-readiness/briefs/decoding-and-fluency>

Adams, M.J. (1994). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Apel, K. & Swank, L.K. (1999). Second chances: Improving decoding skills in the older student. *Language, Speech, and Hearing Services in Schools, 30*, 231-242.

Bell, L.C. & Perfetti, C.A. (1994). Reading skill: Some adult comparisons. *Journal of Educational Psychology, 86*(2), 244-255.

Carver, R.P. (1990). *Reading rate: A review of research and theory*. Boston: Academic Press.

Chall, J.S. and Curtis, M.E. (1990). Diagnostic achievement testing in reading. In Reynolds and Kamphaus (eds.), *The handbook of psychological and educational assessment of children* (Vol. I). New York: Guilford Press.

Chall, J.S. (1983). *Stages of reading development*. New York: McGraw-Hill.

Chandler, C.T., Munday, R., Tunnell, J.W., & Windham, R. (1993). Orton-Gillingham: A reading strategy revisited. *Reading Improvement, 30*(1), 59-64.

Dietrich, J.A. (1994, April). *The effects of auditory perception training on the reading ability of adult poor readers*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. 367 964).

Elkind, J., Black, M.S., & Murray, C. (1996). Computer-based compensation of adult reading disabilities. *Annals of Dyslexia, 46*, 159-186.

Engstrom, E.U. (2005). Reading, writing, and assistive technology: An integrated developmental curriculum for college students. *Journal of Adolescent & Adult Literacy, 40*(1), 30-39.

Guyer, B.P. & Sabatino, D. (1989). The effectiveness of a multisensory alphabetic phonetic approach with college students who are learning disabled. *Journal of Learning Disabilities, 22*(7), 430-434.

Kitz, W.R. & Tarver, S.G. (1989). Comparison of dyslexic and nondyslexic adults on decoding and phonemic awareness tasks. *Annals of Dyslexia, 39*, 196-205.

Kuehner, A.V. (1999). The effects of computer-based vs. text-based instruction on remedial college readers. *Journal of Adolescent & Adult Literacy, 43*(2), 160-168.

Martino, N.L. & Hoffman, P.R. (2002). An investigation of reading and language abilities of college freshmen. *Journal of Research in Reading, 25*(3), 310-318.

Minus, M.E. (1992). The relationship of phonemic awareness to reading level and the effects of phonemic awareness instruction on the decoding skills of adult disabled readers. Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, TX, December 2-5, 1992. (ERIC Document Reproduction Services No. ED 352 641).

National Reading Panel. (2000). Teaching children to read (NIH Pub. No. 00-4769). Washington, DC: National Institutes of Health. Retrieved June 20, 2008, from [here](#).

Nist, S., & Diehl, W. (1994). *Developing textbook thinking* (3rd ed.). Lexington, MA: D.C. Heath.

Perfetti, C.A. (1985). *Reading ability*. New York: Oxford University Press.

Rasinski, T. (1987). The effects of reading phrased texts on readers' comprehension and fluency: An exploratory study. Paper presented at the Annual Meeting of the National Reading Conference, Clearwater, FL., December 3-6, 1987. (ERIC Document Reproduction Services No. ED 291 079).

Sabatini, J.P. (2002). Efficiency in word reading of adults: Ability group comparisons. *Scientific Studies of Reading*, 6(3), 267-298.

Sabatini, J.P. (1997). *Is accuracy enough? The cognitive implications of speed of response in adult reading ability*. PhD dissertation, University of Delaware.

Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-407.

Strucker, J. (2008). Theoretical considerations underlying the reading components. In S. Grenier, S. Jones, J. Strucker, T.S. Murray, G. Gervais, and S. Brink, *Learning Literacy in Canada: Evidence from the International Survey of Reading Skills*. Ottawa, Ontario, Canada: Statistics Canada. Retrieved July 18, 2008, from [here](#).

Vukovic, R.K., Wilson, A.M., & Nash, K.K. (2004). Naming speed deficits in adults with reading disabilities: A test of the double-deficit hypothesis. *Journal of Learning Disabilities*, 37(5), 440-450.

Warde, B.A. (2005). Reading miscues of college students with and without learning disabilities. *Journal of College Reading and Learning*, 36(1), 21-36.

Wepner, S.B., Feeley, J.T., & Wilde, S. (1989). Using computers in college reading courses? *Journal of Developmental Education*, 13(1), 6-8.

Whitt, M. (1993). The effect of reading rate on vocabulary. *Journal of Instructional Psychology*, 20(1), 72-77.