

## PART IV

### Strategies for Remediation

The papers in this section explore multiple strategies for remediation of reading difficulties. The literature reviews are current, the techniques sophisticated, and the respect for empirical evidence outweighs (as it must) adherence to a particular philosophy of instruction.

In chapter 9, Sylvia Abbott and Virginia Berninger present a detailed curriculum for students in grades 4 to 7, contrasting two different ways to provide explicit instruction in the English orthography. For half the students the code-emphasis component focused exclusively on the phoneme-grapheme correspondences, the other half were also given explicit instruction to syllable types and morphological structure. The results are encouraging in finding that both groups made discernible gains in word recognition and reading comprehension over the four-month period; as did virtually every child in the study (individual data are provided). There was no evidence that instruction in syllables and morphemes had an obvious advantage. Readers will find this paper useful on a number of ways: for the explicit details in lesson plans which are tied to readily available commercial programs and for the result that the only limiting factor was RSN—and that limited not mastery of the code, but speed of word recognition. As the title suggests, the study indicates that 7th graders are not too old to benefit from instruction.

In chapter 10, Marshall Raskind and Eleanor Higgins provide some surprising and encouraging evidence that speech recognition technology designed to help persons compensate for reading limitations may in fact enhance reading and spelling as well—gains in word recognition, spelling, and reading comprehension were small but reliable after only one semester using this technology an hour a week. This carefully conducted