



## STRATEGIC DEVELOPMENT OF COMPREHENSIVE READING FOR AN INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES IN NDALATANDO

*STRATEGIC DEVELOPMENT OF READING COMPREHENSION FOR A INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES IN NDALATANDO*

Valdmir Francisco Manuel Gamboa

[valdmirgamboa@especn.ao](mailto:valdmirgamboa@especn.ao)

ORCID ID: 0000-0002-8448-6348 Deputy

General Director for Scientific and Postgraduate Studies at the Cuanza-Norte Higher Pedagogical School

Adilson Armando dos Santos Manico

[adilsonmanico@especn.ao](mailto:adilsonmanico@especn.ao)

ID ORCID: 0009-0004-6195-5035

Head of the Department of Language Teaching and Research at the Cuanza-Norte Higher Pedagogical School

Manuel Francisco da

[Silva@especn.ao](mailto:Silva@especn.ao) ORCID ID:

0009-0001-0021-7

Head of the Department of Teaching and Research of Exact Sciences at the Cuanza-Norte Higher Pedagogical School

Ngombo Rodrigues Lucau

ORCID: 0009-0007-9254-1

[ngombolucan@especn.ao](mailto:ngombolucan@especn.ao)

Teacher at the Cuanza Norte Higher Pedagogical School Domingos Miranda neto

[domingosmirandaneto17@especn.ao](mailto:domingosmirandaneto17@especn.ao)

ORCID ID: 0009-0007-5189-1180 Teacher at the Cuanza Norte Higher Pedagogical School

## SUMMARY

This research has as its general objective to present the development of a comprehensive reading strategy for an inclusive education of students with disabilities in Ndalatando, Cuanza Norte Province, with a qualitative and quantitative nature, the theme of comprehensive reading for an inclusive education of students with disabilities. It is about understanding the agents of social change what it means for them, that their students acquire a comprehensive reading, in order to unfold strategies that involve them in the educational intervention and thus, contribute to a comprehensive reading for an inclusive education of students with disabilities and prepare them for their adult and independent life, following the historical path of people with disabilities, over time, is however very important, in order to analyze changes in social perception. Research methods such as analysis-synthesis, deductive-inductive, and research techniques such as observation and interview were used, which allowed us to prove the limitations in identifying and investigating the problem of comprehensive reading for an inclusive education of students with disabilities. The study reveals that to improve comprehensive reading





for inclusive education, it is necessary to take into account the value that agents of social change attribute to the dimensions of emotional, social and educational well-being. The main obstacles are attitudes of scepticism and inequity, the partial response of the educational system and the continued lack of intervention by educational agents.

**Keywords:** Development, Comprehensive reading, Inclusive education, Disability.

## ABSTRACT

This research has as its general objective to present the development of a strategy for reading comprehension for inclusive education of students with disabilities in Ndalatando, Cuanza Norte Province, with a qualitative and quantitative nature, the theme of reading comprehension for inclusive education of students with disabilities. It is about understanding the agents of social change what it means to them, that their students acquire a reading comprehension, in order to unfold strategies that involve them in educational intervention and thus, contribute to a reading comprehension for inclusive education of students with disabilities and prepare them for their adult and independent life, accompany the historical journey of people with disabilities, over time, is however very important, in the design of analyzing changes in social perception. Research methods such as analysis-synthesis and deductive-inductive methods were used, as well as research techniques such as observation and interviews. These allowed us to verify the limitations of identifying and investigating the problems of reading comprehension for inclusive education for students with disabilities. The study reveals that to improve reading comprehension for inclusive education, it is necessary to take into account the value that social change agents attribute to the dimensions of emotional, social, and educational well-being.

The main obstacles are attitudes of skepticism and inequity, the partial response of the educational system, and the continued lack of intervention by educational agents.

**Keywords:** Development, Reading Comprehension, Inclusive Education, Disabilities.

## INTRODUCTION

As we know, today we want an inclusive society, because it is essential to build a society of non-excluded people. Although the legislation points this way, the reality experienced and felt by educational agents leads us to believe that there are still many obstacles to improving the services provided to students with disabilities in various contexts.

It is in this scenario that agents of social change must perform their functions, since they are privileged agents in educational changes because, on the one hand, they lead part of the educational process and, on the other, they are one of the most interested parties in solving the problems that arise daily.

It is therefore expected that agents are able to develop their capacities and skills, to evolve and act throughout their lives, to permanently rebuild knowledge and skills, with a view to inclusive education for all.



The success of inclusive education depends on the entire educational community, which naturally includes teachers.

Inclusive education is not a state, it is a process, a continuous path that must have a complementary nature to serve students with disabilities. Inclusion depends, in part, on the attitudes, willingness and ethics of agents to serve students with disabilities.

### 1.1. Conceptualizations of comprehensive reading

Comprehensive reading is considered to be the ability to transliterate understanding based on the incorporation of the context of the discourse in order to extract from the text its inferential possibilities in order to provide decision-making and action by the subject in his/her social environment based on expressed information. (Cassany, 2010 *apud*

Feat, 2021, p. 03)

In this sense, comprehensive reading is an ability that enables the reader to extract information, make associations and inferences from the lines and between the lines of a text, significantly altering the way in which they act in the surrounding environment through what they read.

As a consequence of these skills as explicit learning categories, paraphrasing Sanmartí (2007 *apud* Facanha, 2021), it is possible relate comprehensive reading as an instrument of cognitive training and development because, as comprehensive reading allows for inferences to be made, facts to be contextualized and information to be interpreted based on its laterality, the intersection of reading with the science learning process reinforces the need for strategic development of comprehensive reading, focusing on inclusive education in its entirety.

Given the above, it is also clear that, in addition to comprehensive reading being a social activity, it is also a cognitive activity that needs to be worked on more in schools, especially with students with special needs, for a more inclusive education.

Therefore, in the context of teaching and learning for comprehensive reading for inclusive education, it is possible to establish convergences when a parallel is drawn between the concept of comprehensive reading and the notion of reading instruction for students with disabilities,

since every student, regardless of their physical or mental situation, has the ability to learn to read and understand what is read, although the complexity of the process is recognized didactically.

It is, therefore, in this path that Filho (1997 *apud* Jou and Sperb, 2008, p. 146) conceptualizes comprehensive reading as:

A complex process, composed of several sub-processes. Consequently, each sub-process can be studied independently without, however, failing to consider the interaction of these as a single reading process. Thus, research in reading ranges from the study of word recognition to the study of meta-cognition applied to the understanding of academic texts.



Thus, knowing the information that a reader activates when reading a text makes it possible to understand some of the cognitive processes of learning to read that can, regressively, be used in teaching reading itself. and its understanding, aiming for a more inclusive education.

## 1.2. Processes involved in comprehensive reading with a view to inclusive education

Reading efficiently consists of retrieving information, forming a general understanding, developing an interpretation and reflecting on and evaluating the context of the text, and the form of the text. It should be noted that, at the beginning of the process, two aspects are fundamental: (i) the information in the text itself and (ii) the information that the reader has stored in his/her memory. (Jou and Sperb, 2008).

According to Bechara, Damásio, Tranel and Damásio (1997); Gagne *et al.* (1993); Jurdak and Zein, (1998), reading involves **comprehension** processes (declarative knowledge ) and **strategies and skills** (procedural or executive knowledge ). Declarative knowledge consists of knowledge of letters, words, phonemes, graphemes, ideas, schemes and topics or subjects; procedural or executive knowledge represents the knowledge that is necessary to learn to read and is composed of several cognitive processes.

For Gagné *et al* (1993 *apud* Pocinho, 2007, p. 07), the act of reading is, therefore, composed of four types of cognitive processes:

- 1) Decoding, which presupposes the activation of the meaning of words in semantic memory, either through visual activation of the printed word or through grapheme-phoneme correspondence (letter-sound);
- 2) Literal understanding, that is, the activation of the meaning of words in sentence format;
- 3) Inferential understanding of the idea underlying the sentence;
- 4) Monitoring comprehension, i.e. defining a reading objective, checking it and implementing strategies to achieve the objective. This last process involves integrating, synthesizing and elaborating information.

Based on Jou and Sperb (2008), it is important to argue that, concerning the information in the text, the following stand out: on the one hand, the contents and, on the other, hand, the relationships between these contents, leading to three processes: recovery, understanding and interpretation. Furthermore, regarding the content and structure of the text, the reader must activate the knowledge he has stored about the subject and about the types of text he knows. To this end, it is worth highlighting the word “focus”, which indicates considering the elements that lead to a reading understanding.

Contrary to what is intended, students with reading comprehension difficulties often fail in one or more of these processes. cognitive. Underlying the difficulties encountered in reading is the distinction between poor readers, children with general difficulties and dyslexics. Rebelo (1988, p. 41) considers that,

Poor readers and children with learning difficulties “owe their situation to family, school, environmental factors



or other problems, such as sensory or intellectual disabilities, brain injuries or emotional problems. Dyslexics' problems "are developmental and have no directly evident cause".

Along this path, among these and other complexities, if the school presents difficulties in achieving comprehensive reading, it will, in this case, be essential to present strategies for the development and promotion of reading, in order to help teachers and students overcome the difficulties in teaching and learning to read, respectively, conjecturing a more inclusive education.

### 1.3. Comprehensive reading and inclusive education

When addressing the issue of learning to read in Primary Education, Santos (2008) clarifies that teaching a child to enjoy reading is not an easy task, nor is there a magic recipe for doing so. There is, however, a general consensus on the key aspects that contribute to successful learning, and on the determining factors at different stages of learning to read.

To this end, the aforementioned author establishes that the school's mistake is not in encouraging reading, but in considering only encouragement as sufficient to develop understanding. If this were the case, the teacher's role would be merely to provide stimuli for automatism and not to mediate and guide the search for the text's intentionality. These and other issues will have to be found based on the contexts of each classroom, each library and each school or group of schools, while taking into account that the process of forming readers is a process of maturation both for those who plan and for those who are the readers.

subjects of the reading activity, is a continuous and demanding process for both the mediator/teacher or the mediator/librarian, especially when working with students with special educational needs.

Nowadays, according to Pereira and Karnopp (2003), many students do not have difficulty decoding graphic symbols, but most of them are unable to attribute meaning to what they read. They do not understand when they are subjected to a reading task that values vocabulary comprehension rather than textual comprehension. Most students tend to read a text, decoding it word by word. The author Almeida (2000) points out that word-by-word reading, carried out by certain students with special educational needs, is not accompanied by significant use of the manual alphabet, through which they would sometimes spell the words in the text, which does not demonstrate attempts to access their meanings, culminating in a lack of understanding of the text as a whole.

This fact reinforces Góes's (1999) ideas that students with special educational needs end up incorporating the notion that "learning Portuguese is learning words (lexical items)", which makes the student conceive the text as a set of words that must be decoded, one after the other.

In this way, many doubts and questions may arise on the part of the teacher, such as how to fulfill the program, the number of students per



class, how to evaluate the activities. Above all, how to evaluate students in activities that involve pleasure and book enjoyment or, a bigger question, how to implement a reading project in a school library essentially with students with special educational needs, that is, to create a classroom where the issue of inclusion is a dominant theme.

According to Santos (2010), in inclusive practice, the way of organizing reading teaching involves curricular flexibility as a strategy to respond to the different learning styles of the student. This means meeting the special educational needs of the student regarding what to learn, how and when, and the best way to organize teaching so that everyone benefits from the practice of reading. In this way,

Inclusive classes can and should occupy this space, since there, the student finds the time and ideal conditions to delve deeper into reading and discussing texts. This is because the study takes place in small groups, which favors the creation of an emotionally safe space for the exchange of ideas and the participation of everyone; The schedule is flexible, allowing readings to progress at the student's pace. (Santos, 2010, p. 1198)

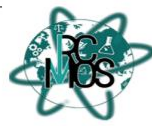
For several authors, such as Soares (2002), Santos (2010) and others, there are several factors that favor the student's learning to read and write: considering the social and cultural environment to which the student belongs and considering diversity; creating conditions for the daily practice of spoken and written language; respecting the students' knowledge, helping them to build new knowledge about the written language; awakening the taste for reading and writing and the need to use them; stimulating the expression of other languages (games, drawings, etc.); taking into account the opportunities offered by the literate world, stimulating reading skills, among others.

When we talk about the need to take diversity into account, we are considering the issue of examining the student's universe, from their essence, their learning style and the possible factors that may contribute to certain obstacles in their learning. It is important to view each student as a unique universe, full of countless conditions that can facilitate or hinder their learning.

Therefore, it appears that when diversity is not taken into account in the classroom, learning is compromised for most students and the teacher becomes increasingly concerned about the poor academic results of their students. Paccini (2007) states that for a long time, both students with special educational needs and students without these needs were taught the text as a simple product of the coding of a sender to be decoded by the reader or listener who, to do so, only needs to know the code. Both were subjected to work that valued the simple decoding of words to arrive at the meaning of the text, as if it were just a set of words, whose meaning resulted from the sum of the isolated meaning of each word.

In this sense, these students were also led to memorize the rules of how the language works, and in the case of students with special educational needs, the objective was a systematic and standardized teaching of vocabulary and, later, of sentence structures, and those without special educational needs





Special education students, as they already enter school with a greater knowledge of the language, should memorize the rules and nomenclature so as not to make spelling, grammar, etc. mistakes. Throughout this time and, in some or many cases even today, memorization has been valued to the detriment of understanding.

According to Paccini (2007), didactic reading practices in schools have developed only a small portion of the skills involved in literacy practices required by society. In Rojo's view (2004), reading practices in schools are generally linear and literal, aiming mainly at locating information in texts and repeating or copying it in questionnaire responses. On the other hand, the aforementioned author highlights the importance of considering numerous other skills involved in reading, essentially when talking about inclusive education:

Reading begins to be seen not only as an act of decoding, of transposing one code (written) to another (oral), but as an act of cognition, of **understanding**, which involves knowledge of the world, knowledge of social practices and linguistic knowledge that goes far beyond phonemes. (Rojo, 2004 *apud* Paccini, 2007 p. 32)

According to Geraldi (1993), when teaching reading in an inclusive classroom, the teacher should prioritize the student's understanding of the linguistic phenomenon being studied and not the mastery of terminology. Especially at this time, when students with special needs are being included in regular education, teachers can look for ways to make their teaching as meaningful as possible, seeking to ensure that understanding and learning are not the privilege of a few, but, on the contrary, are within everyone's reach.

For Lencastre (2003), the old view of comprehensive reading states that processing is done letter by letter, which are then combined into words, and that in turn the series of words are combined into sentences, which then lead to understanding. The author further defines that the new constructivist vision is quite different, seeing understanding as an active search for meaning, rather than a mechanical translation of one code into another. Although it does not deny the importance of fluent decoding, it emphasizes the active construction of the meaning of the text, in which decoding is a means to achieve understanding, and not an end in itself.

Regarding textual comprehension in inclusive education, Santos (2008) adds that, first, a reading objective is established, and then everything that is known about the subject is activated, mainly based on the title and subtitles, among other textual clues. As you continue reading, words are recognized, familiar words are recognized almost automatically, and less familiar words are recognized through the recognition of a set of more common letters. This recognition is influenced by expectations of the occurrence of some words, by the knowledge one has about the language and communication, and based on what has already been read. It is from prior knowledge that we begin to construct an active interpretation of what is written.

Thus, there is a need to teach written language through pedagogical projects that involve subjects of interest to students and that



require real reading and writing practices, in a work that highlights the social function of written language. Through such practices, one can reflect, in a more contextualized way, on the systematic aspects of language, demonstrating their functionality and importance in the use of writing.

Thus, it is clear that, according to Lencastre (2003), in the most recent view, comprehensive reading is seen as a flexible set of interactive processes, in which readers use different strategies according to their objectives, the nature and organization of the material, and their momentary success in understanding the text.

Comprehensive reading, in this new perspective, presents as one of the educational implications the fact that readers need to acquire strategies to infer the author's message, combining the written information with the knowledge they already have. According to the old view, the meaning resides in the text, in the new view, the reader creates the meaning based on the text and their prior knowledge.

Finally, Santos (2008) ensures that the new vision of comprehensive reading emphasizes the interactive, rather than sequential, character of the reading process. The sequential view suggests that to move to higher levels of understanding it is necessary to master the lower levels well. The interactive view maintains that knowledge of both higher and lower levels is necessary, as they influence each other.

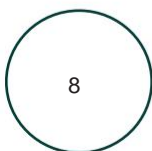
The recognition and interpretation of written text are influenced by the knowledge that the subject already possesses. When letters are part of words they seem to be seen more quickly than when they occur in isolation, just as when words occur in sentences they seem to be recognized more quickly than when they occur out of context. This implies that reading ability can be enriched by training readers to use the knowledge they already possess.

#### **1.4. Strategies for developing comprehensive reading in inclusive education**

Before presenting some strategies that can be applied, it is worth saying that, in the Angolan context, it is noticeable in some classrooms, for example, in the Portuguese Language subject, that there is little specific instruction on how to read in order to understand. The reading activity is limited to the request of the teacher to a student to read a section of the text silently or out loud and then interpret the meaning of what he/she read individually or together with the other students.

Explicit teaching of reading comprehension was not always a common teaching practice. Reading instruction was often reduced to teaching decoding, leaving students to "guess" what they should do to become successful readers.

As research data from international studies and national performance results have shown, many students are unable to figure out how to approach a text and, when faced with texts of varying complexity, are unable to gather the information contained in them and with it build the knowledge they need to study, work and even enjoy the pleasure of recreational reading.







Portuguese reading habits and the results obtained by our students in national and international tests reflect this reality.  
(Sim-Sim, 2007, p. 22)

According to Garner (1987 *apud* Jou and Sperb, 2008, p.153) simply modeling text interpretation tasks is not enough to acquire reading comprehension strategies, so he proposes six items that serve as guidance for the effective instruction of comprehensive reading strategies in the classroom. Here they are:

- 1) Instructional process: teachers must understand the processes involved in reading and dedicate time to their instruction;
- 2) Task analysis: teachers can carry out tasks that allow the analysis of the strategies used so that these can be explained;
- 3) Generalize the application of strategies: teachers can present the same strategy in different texts or even in different tasks;
- 4) A full year of instruction: Teachers can teach the different strategies throughout the year and not just in one class;
- 5) Guided practice: Teachers can provide opportunities for practice the strategies that have been taught;
- 6) Students teach their peers about their strategies: Teachers can encourage the exchange of this knowledge among students.

Reading comprehension involves several levels, which have different requirements and which also call for different processes. According to Viana *et al.* (2018, p. 12), from a didactic point of view, there is a consensus on the consideration of four levels of understanding:

1. **Literal understanding**, which requires identifying the information that is explicitly found in the text;
2. **Inferential understanding**, which requires deductive or inductive reasoning based on information available in the text, and may, in many cases, require the activation of prior (extra-textual) knowledge;
3. **The reorganization of information**, which requires, similarly to inferential understanding, deductive and/or inductive reasoning, as well as the activation of prior knowledge. The main difference is that it involves the synthesis of information. It is present in tasks such as creating diagrams, tables or summaries;
4. **Critical understanding**, which requires the reader to position themselves in relation to the text, by issuing judgments.

**Summary table of the taxonomy of reading comprehension**

Process Type	Definition and operationalization
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Understanding Literal	Recognition of all information explicitly included in a text: <ul style="list-style-type: none"> <li>• Recognition of main ideas</li> <li>• Recognition of a sequence</li> <li>• Detail recognition</li> <li>• Recognition of comparisons</li> <li>• Recognition of cause-effect relationships</li> <li>• Recognition of character traits of characters</li> </ul>
Reorganization	Systematization, schematization or summary of information, consolidating or reordering ideas based on the information obtained so that a comprehensive synthesis can be achieved: <ul style="list-style-type: none"> <li>• Classify</li> <li>• Schematize</li> <li>• Resume</li> <li>• Synthesize</li> </ul>
Understanding Inferential	Activation of the reader's prior knowledge and formulation of anticipations or assumptions about the content of the text based on the clues provided by reading: <ul style="list-style-type: none"> <li>• Deduction of the idea principal</li> <li>• Deduction of a sequence</li> <li>• Deduction of details</li> <li>• Deduction of comparisons</li> <li>• Deduction of cause-effect relationships</li> <li>• Deducing Character Traits of Characters</li> <li>• Deduction of characteristics and application to a new situation</li> <li>• Prediction of results</li> <li>• Hypotheses of continuity of a narrative</li> <li>• Interpretation of figurative language</li> </ul>
Understanding Criticism	Formation of one's own judgments, with responses of a subjective nature (identification with the characters in the narrative and with the poetic subjects, with the author's language, personal interpretation based on the reactions created based on literary images): <ul style="list-style-type: none"> <li>• Judgments of acts and opinions</li> <li>• Judgments of sufficiency and validity</li> <li>• Property judgments</li> <li>• Value, convenience and acceptance judgments</li> </ul>

Source: Adapted from Català *et al.* (2001).

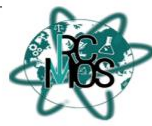
For Sim-Sim (2007), **teaching comprehension** means explicitly teaching strategies for approaching a text. Comprehension strategies are “tools” that students deliberately use to better understand what they read, whether it is fiction or not. These strategies should occur before, during and after reading texts. Here they are:

#### Strategies to use before starting to read:

- Explain the purpose of reading the text;
- Activate previous knowledge on the topic;
- Anticipate content based on the title and images, in the book index, etc.;
- Filter the text to find contextual keys (graphic clues and typographic marks).

Examples of forms of self-questioning by the student regarding the explanation of reading objectives, activation of prior knowledge, anticipation and identification of keys:

- Why am I going to read this text?
- What do I already know about this?



- What do the title and/or images remind me of?
- What information can I get from the index?
- What clues can I find in the text?

#### **Strategies to use while reading:**

- Do selective reading;
- Create a mental image (or mental map) of what was read (associations, sensory experiences — smells, flavors — feelings, etc.);
- Summarize as you progress through the text;
- Guess the meaning of unknown words;
- If necessary, use reference materials (dictionaries, encyclopedias...);
- Paraphrase parts of the text;
- Underline and take notes while reading.

Examples of ways students can self-question while reading the text:

- What images do I remember when I read the text?
- What is the most important information in this paragraph? How can I say the important information in a few words?
- How do I find out the meaning of the word? What does the word remind me of? (association of ideas) What clues can you find if you read what comes before and after the word?
- I don't quite understand this word, where can I look up its meaning?  
I want to know more about this topic, where can I look for more information?
- How can I say the same thing as the author, using different words?
- What information should I highlight (by underlining or placing notes next to the text) so that I can more easily remember or locate it later?

#### **Strategies to use after reading:**

- Ask questions about what you have read and try to answer them;
- Compare the predictions made with the content of the text;
- Discuss what you have read with colleagues;
- Reread.

Examples of ways students can self-question after reading the text:

- What did I learn from the text? • What are the most important ideas in the text?
- How can I say the message of the text in a few words?
- Were my predictions about the content of the text correct?
- What do I think is important to ask my colleagues about the text? What do I think is important to tell my colleagues about the text?
- What parts of the text should I read again to try to understand better? What parts of the text should I read again because they are important?
- Combining the information from the text with what I already knew, what I know now on the subject?

Therefore, reading is a complex process in which, in addition to deciphering, the reader must mobilize interpretation keys that include the use of extra-textual knowledge, the use of inference processes and



appreciation of metaphorical contexts in the recognition of implicit ideas and feelings, therefore, explicit teaching of text comprehension must aim to develop metacognitive skills that allow the student to transfer information and learned strategies to new reading situations and enable self-monitoring of comprehension as a text is read.

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