

This thesis is focused on learning texts reading comprehension of pupils in primary schools for hearing impairment pupils in comparison with primary schools pupils of mainstream education, in connection with the textbooks.

The whole issue is put into the theoretical framework of reading literacy and teaching texts information. Specifically, there is a reading literacy in the concept of international studies, and also a brief overview of the findings drawn from the textbooks, their functions, research, evaluation and comparison.

The comparison of the concept of primary school textbooks for the hearing impaired with textbooks for mainstream schools through standardized assessment tools is included too.

In this thesis, there is a research of learning texts comprehension for pupils from 3rd to 9th (or 10th) years of primary schools for the hearing impaired and analogous grades of primary school pupils of mainstream education. The research design is based on Progress in International Reading Literacy Study (PIRLS), one part of this research is translated into Czech sign language.