**Components of Skilled Reading**

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| Reading is a complicated process that can be broken down into 5 different levels:  1) Detection of visual features of letters leading to letter recognition   * Letters can come in many different forms, from different fonts to handwritten and script * The reader must be able to extract the defining features of the letter   + E.g.  While B B B all look slightly different, we are able to discern that they are all the letter B based on defining features, like the vertical line on the left attached to two half circles.   2) Grapheme-Phoneme correspondence   * This is the relationship between a letter and the sound it represents * Alphabetic principle is where letters represent sounds * Orthography is the system of this grapheme-phoneme correspondence   + Shallow orthographies have nearly perfect one-to-one grapheme-phoneme relationships, i.e. a letter is representative of a single sound     - Italian is a language with a shallow orthography   + Deep orthographies have highly variable grapheme to phoneme relationships     - E.g. English: the letter "I" can be pronounced like *I* or like th I in *bit* or like the I in *radio* * A perfect alphabetic system must follow three rules:   + It would be simple: there would be a one-to-one correspondence between each symbol and sound   + It would be transparent: the grapheme name and the sound it represents would be identical   + It would be completely regular: there would be no exceptions to the  two rules above * Achieving fluency in a language requires achieving mastery of irregularities within the language.   + Since English is a deep orthography, it is one of the most difficult languages to become fluent in, due to its high amount of irregularities * Segmentation is the process of breaking a word into its constituent phonemes, something we may employ when faced with a word we must pronounce.   + This is not as easy as it seems, in the simple three letter word, *cat*there are three distinct phonemes: /k/ /æ/ /t/   + Children usually require formal instruction before acquiring explicit knowledge of segmentation     - Nursery rhymes help teach children about segmentation by juxtaposing similar words that differ in only a single phoneme * Other languages, like Chinese, are not based on alphabetic principle as their symbols represent words, not sounds.  This allows for a different learning process of rote memorization instead of grapheme-phoneme correspondence   3) Word Recognition   * The ability to recognize letter strings as words in the language * 3 types of words   + True words: words following orthographic conventions and that actually exist in the language (e.g. King)   + Nonsense words: words that follow the orthographic conventions, but do not exist in the language (e.g. Gink)   + False words: words that do not follow the orthographic convention (e.g. nkgi)   4) Semantic Knowledge   * The possible meanings stimulated by recognition of a word   + refers to all possible information about the word and its relationship to other words and real-world objects   5) Comprehension and Interpretation   * The ability to take a text as a whole and understand it * Depends on a number of slowly developing skills   + Automaticity of word recognition   + Vocabulary size   + Capacity of working memory   + World knowledge |