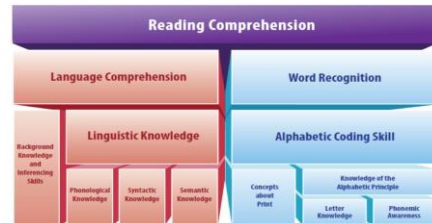


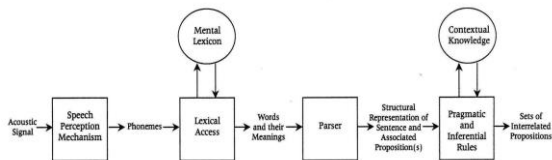
# The Cognitive Foundations of Reading and Its Acquisition: A Conceptual Framework for Reading Intervention

William E. Tunmer, University of Canterbury  
 Wesley A. Hoover, American Institutes for Research

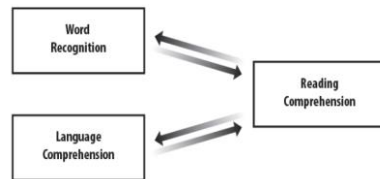
## The Cognitive Foundations Framework



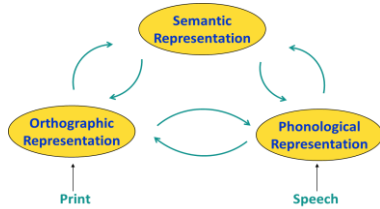
## Model of Processes and Products Involved in Spoken Language Comprehension



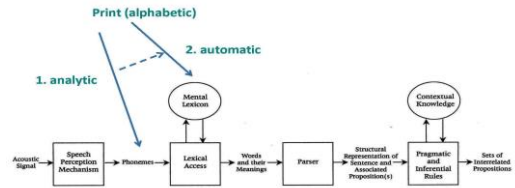
## Reciprocally Facilitating Positive Matthew Effects Between Reading Comprehension and Both Word Recognition and Language Comprehension



The Development of Word-specific, Sublexical Connections Between the Orthographic, Phonological, and Semantic Representations of Words in Lexical Memory



The Transition from Analytic to Automatic Processing of Words in Text as Represented in the Listening Comprehension Process Model



Continuum of Teaching Approaches for Facilitating the Development of Alphabetic Coding Skill

Isolated Skill-and-Drill Approach	Metacognitive Strategy Teaching Approach	Whole Language Approach
<ul style="list-style-type: none"> <li>Atomistic view of reading acquisition; reading broken down into several subskills</li> <li>Heavy emphasis on teaching subskills in isolation; much seatwork and use of workbooks</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic view of reading acquisition; child seen as active learner</li> <li>Emphasis on developing self-improving strategies for recognizing words and on how and when to use such strategies</li> </ul>	<ul style="list-style-type: none"> <li>Reading acquisition seen as natural process that is meaning driven; "no meaning, no gain"</li> <li>Minimal emphasis on word analysis activities; should only arise incidentally in context of reading connected text.</li> </ul>