

# The Language Literacy Network

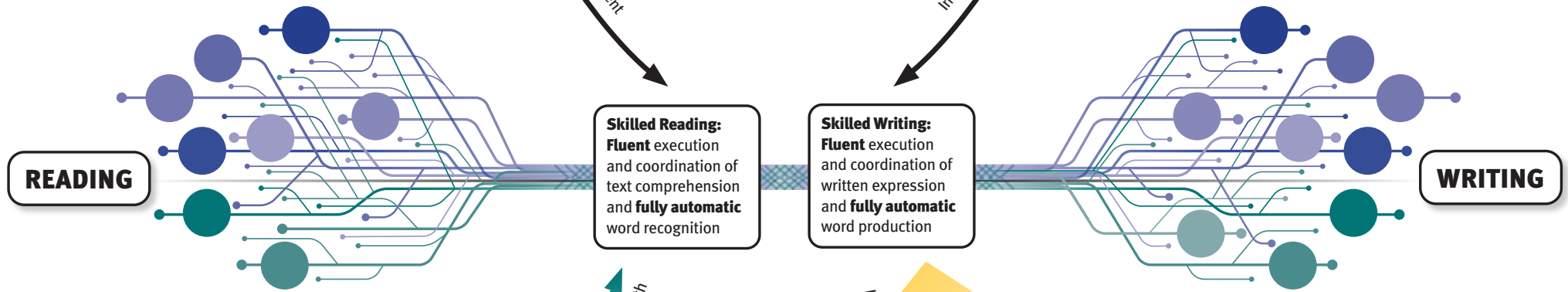
The many language components that unify into skilled reading and writing (Wasowicz, 2021)

## LANGUAGE COMPREHENSION

- **Background Knowledge** (facts, concepts, schemas...)
- **Vocabulary** (breadth & depth; definition, polysemy, related words...)
- **Language Structures** (phonology, morphology, word class, syntax, prosody...)
- **Verbal Reasoning** (connection of ideas; inference, prediction, metaphor...)
- **Pragmatics** (intended audience, purpose...)
- **Literacy Knowledge** (print concepts & conventions; text genre & structure...)

## LANGUAGE EXPRESSION

- **Background Knowledge** (facts, concepts, schemas...)
- **Vocabulary** (breadth & depth; definition, polysemy, related words...)
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**Skilled Reading:**  
Fluent execution and coordination of text comprehension and **fully automatic** word recognition

**Skilled Writing:**  
Fluent execution and coordination of written expression and **fully automatic** word production

## WRITTEN WORD RECOGNITION

- **Phonological, Orthographic, and Morphological / Semantic Awareness** (alphabetic principle, print concepts; phonemes, syllables, word stress; letter-sound relationships, orthographic patterns; morphemes, letter-meaning relationships...)
- **Decoding** (grapheme-to-phoneme mapping\* with simultaneous engagement of phonological-orthographic-morphological systems and flexible application of meta-linguistic strategies)  
\*mapping of phonemic, syllabic, and morphemic units

## WRITTEN WORD PRODUCTION

- **Phonological, Orthographic, and Morphological / Semantic Awareness** (alphabetic principle, print concepts; phonemes, syllables, word stress; letter-sound relationships, orthographic patterns; morphemes, letter-meaning relationships...)
- **Encoding** (phoneme-to-grapheme mapping\* with simultaneous engagement of phonological-orthographic-morphological systems and flexible application of meta-linguistic strategies)  
\*mapping of phonemic, syllabic, and morphemic units
- **Transcription** (handwriting/letter formation, keyboarding/letter selection...)

Increasingly automatic with development of lexical representations

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**The speech-to-print advantage**  
Higher quality orthographic representations  
More complete transfer of learning from encoding to decoding

Partial transfer of learning from decoding to encoding