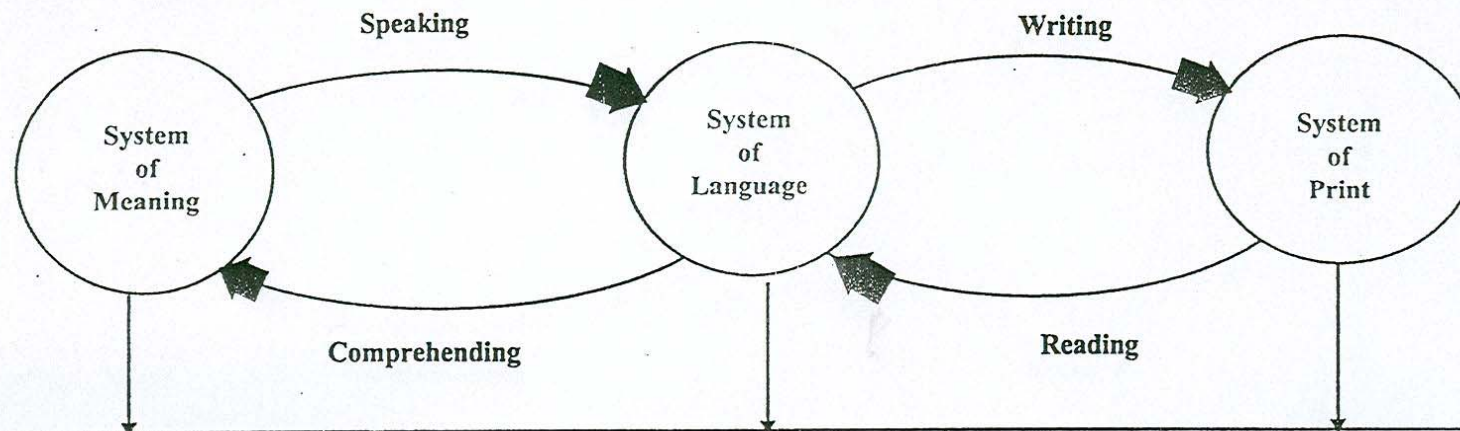


Summary of Interferences to Reading Comprehension



1. The reader's system of meaning does not overlap sufficiently with the author's system of meaning.

2. The reader's system of language (i.e., vocabulary, syntax, idioms) does not overlap sufficiently with the author's expression.

3. The reader lacks the power to say what each word requires. (Accuracy)
4. The reader is cumbersome in word recognition and does not identify words instantly. (Automaticity)
5. The reader fails to read with ease, appropriate speed and phrasing, and, therefore, is unable to devote sufficient attention to building meaning. (Fluency)

6. The reader does not attend to the degree needed to build meaning. (Attention/Motivation/Disposition)

IMPLICATION: At every stage of reading development, teachers must be able to identify whether the interferences to comprehension stem from the system of print, the system of language, the system of meaning and/or from inattention. Teachers must make certain that students recognize the source(s) of the interference and have the strategies necessary to overcome each type of interference.