



Capito

Light	<i>Light Italic</i>
Regular	<i>Regular Italic</i>
Medium	<i>Medium Italic</i>
Bold	<i>Bold Italic</i>
Heavy	<i>Heavy Italic</i>
Black	<i>Black Italic</i>

Rheinländer

Light

Druckbogen

Regular

Ghostwriter

Medium

Manuscript

Bold

Leserschaft

Heavy

Publishing

Black

Rheinländer

Light Italic

Druckbogen

Regular Italic

Ghostwriter

Medium Italic

Manuscript

Bold Italic

Leserschaft

Heavy Italic

Publishing

Black Italic

Light & Light Italic
32pt

Reading is the complex cognitive process of *decoding symbols to derive meaning.*

Light & Light Italic
18pt

As a leisure activity, children and adults read because it is pleasant and interesting. Children become better readers when they know *more about the world in general, and when they perceive reading as fun rather than another chore to be performed.* In the academic field, some view

Light & Light Italic
12pt

Reading is typically an individual activity, though on occasion a person reads out loud for other listeners. In the context of school or work, reading is a means of learning necessary information. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. Sometimes text or images are in relief, with or without using a color contrast. Words or images can be carved in stone,

wood, or metal, instructions can be printed in relief on the plastic housing of a home appliance, or myriad other examples. Reading is the process of taking in the sense or meaning of letters, symbols, etc., especially by sight or touch. Other types of reading and writing, such as pictograms, are not based on speech-based writing systems. The common link is the interpretation of symbols to extract the meaning from the visual notations or tactile signals. Reading is typically an in-

Light & Light Italic
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Major predictors of an individual's ability to read both alphabetic and non-alphabetic scripts are oral language skills, phonological awareness, rapid automatized naming and verbal IQ. As a leisure activity, children and adults read because it is pleasant and interesting. Children become better readers when they know more about the world in general, and when they perceive reading as fun rather than another chore to be performed. In the academic field, some view literacy in a more philosophical manner and propose the concept of "multiliteracies". In order to understand

a text, it is usually necessary to understand the spoken language associated with that text. In this way, writing systems are distinguished from many other symbolic communication systems. Once established, writing systems on the whole change more slowly than their spoken counterparts, and often preserve features and expressions which are no longer current in the spoken language. The great benefit of writing systems is their ability to maintain a persistent record of information expressed in a language, which can be retrieved independently of the initial act of formulation. Reading for pleasure has been linked to increased cognitive progress

in vocabulary and mathematics during adolescence. Sustained high volume lifetime reading has been associated with high levels of academic attainment. Reading has also been shown to improve stress management, memory, focus, writing skills, and imagination. The cognitive benefits of reading continue into mid-life and the senior years. Reading books and writing are among brain-stimulating activities shown to slow down cognitive decline in seniors. Learning to read or reading skills acquisition is the acquisition and practice of the skills necessary to understand the

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Heavy & Heavy Italic
32pt

Reading is the complex cognitive process of decoding symbols to derive meaning.

Heavy & Heavy Italic
24pt

As a leisure activity, children and adults read because it is pleasant and interesting. *Children become better readers when they know more about the world in general, and when*

Heavy & Heavy Italic
18pt

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14pt

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Light, Medium
& Italics
12pt

La lecture peut être définie comme une activité psychosensorielle qui vise à donner un sens à des signes graphiques recueillis par la vision et qui implique à la fois des traitements perceptifs et cognitifs. L'efficacité de la lecture dépend de deux voies de traitement de l'information, qui coexistent et se complètent mutuellement: l'identification des signes

Lesen im engeren Sinn bedeutet, schriftlich niedergelegte, sprachlich formulierte Gedanken aufzunehmen. Das Lesen eines Textes ist ein durch Übung und Kenntnisse des Lesers bestimmter heuristischer, kognitiver Vorgang. Im weiteren Sinn versteht man darunter die Rekonstruktion der im Text kodierten Bedeutungsinhalte und den Aufbau einer mentalen Repräsentation die-

Regular, Bold
& Italics
12pt

Czytanie jest procesem poznawczym, jedna z umiejętności nabywanych przez człowieka w procesie edukacji, która umożliwia odbiór informacji przekazywanych za pomocą języka pisanego. Współcześnie wciąż jedną z podstawowych form komunikowania się jest mowa pisana, dlatego czytanie jest jedną z najważniejszych umiejętności każdego

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Medium, Heavy
& Italics
12pt

Lezen of lexicale verwerking is het opnemen en verwerken van geschreven of gedrukte woorden. Bij lezen moeten zowel individuele woorden als het zinsverband worden begrepen. Meer algemeen is lezen het kennisnemen van data op een gegevensdrager door een gegevensverwerker. Taalgebruik is gebaseerd op het vermogen ge-

La lectura es el proceso de comprensión de algún tipo de información o ideas almacenadas en un soporte y transmitidas mediante algún tipo de código, usualmente un lenguaje, que puede ser visual o táctil. Otros tipos de lectura pueden no estar basados en el lenguaje tales como la notación o los pictogramas. También se le puede dar el significado como una de las habilidades

Bold, Black
& Italics
12pt

Olvasáson az írott nyelv által hordozott nyelvi jelentés megalkotásának képességét értjük. Két alapja van: a nyelvi megértés és a dekódolás. Az ember mindig is a körülötte lévő jelrendszernek értelmzéséből szerezte információit, ezek egyike a nyelv volt. Erre a jelrendszerre épült másodlagos formaként az írás. Az olvasás nemcsak

Læsning er en legemlig færdighed på linje med andre legemlige færdigheder som at cykle og at stå på rulleskøjter. Læsning udføres enten med øjnene eller med fingerspidserne. Selve det at læse er den karakteristiske automatiske skanning af skrift, som den læsendes øjne i reglen foretager: En ubevidst handling som udelukkende hører under menneskets fysi-

Proportional old-style figures
→ DEFAULT FIGURE STYLE

Page 0123456789 \$€¢£¥฿₪₹₰

Tabular old-style figures
→ TABULAR OLDSTYLE

Page 0123456789 \$€¢£¥฿₪₹₰

Proportional lining figures
→ PROPORTIONAL LINING

PAGE 0123456789 \$€¢£¥฿₪₹₰

Tabular lining figures
→ TABULAR LINING

PAGE 0123456789 \$€¢£¥฿₪₹₰

Subscript/Superscript
→ SUBSCRIPT
→ SUPERScript

H₂O E=mc² 5x⁴⁽⁵⁺²⁾+2x

Case sensitive forms
→ ALL CAPS

(A/B) »C@D« → (A/B) »C@D«

Standard ligatures
→ LIGATURES

fluffy fine → fluffy fine

Fractions
→ FRACTIONS

1/2 3/4 7/8 → ½ ¾ ⅞

21/26 431/8 → 2½ 4³¹/₈

Ordinals
→ ORDINALS

1a 2o No. → 1^a 2^o N^o

Superior letters
→ SUPERSCRIPT

Mlle Duras → M^{lle} Duras

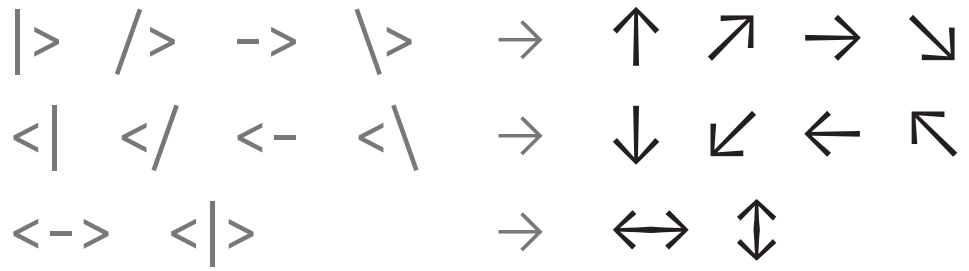
Higher colon between figures
→ CONTEXTUAL ALTERNATES

16:00 Uhr → 16:00 Uhr

Narrower g/y combo
→ CONTEXTUAL ALTERNATES

Mythology → *Mythology*

Build arrows
→ STYLISTIC SET 1



Feathered white arrows
→ STYLISTIC SET 2



Feathered black arrows
→ STYLISTIC SET 3



Build circled figures
→ STYLISTIC SET 4



Circled white figures
→ STYLISTIC SET 5



Circled black figures
→ STYLISTIC SET 6



Afrikaans	Hawaiian	Malay	Slovak
Albanian	Hungarian	Maltese	Slovenian
Asturian	Icelandic	Manx	Soga
Asu	Ido	Maori	Somali
Basque	Igbo	Meru	South Ndebele
Bemba	Inari Sami	Mohawk	Southern Sotho
Bena	Indonesian	Morisyen	Spanish
Bosnian	Interlingua	North Ndebele	Swahili
Breton	Irish	Northern Sami	Swati
Catalan	Italian	Northern Sotho	Swedish
Cebuano	Javanese	Norwegian Bokmål	Swiss German
Chiga	Jju	Norwegian Nynorsk	Taita
Colognian	Jola-Fonyi	Nyanja	Taroko
Cornish	Kabuverdianu	Nyankole	Teso
Corsican	Kalaallisut	Occitan	Tongan
Croatian	Kalenjin	Oromo	Tsonga
Czech	Kamba	Polish	Tswana
Danish	Kikuyu	Portuguese	Turkish
Dutch	Kinyarwanda	Quechua	Turkmen
Embu	Kurdish	Romanian	Upper Sorbian
English	Lakota	Romansh	Uzbek
Esperanto	Latvian	Rombo	Vunjo
Estonian	Lithuanian	Rundi	Walloon
Faroese	Lojban	Rwa	Walser
Filipino	Low German	Samburu	Welsh
Finnish	Lower Sorbian	Sango	Western Frisian
French	Luo	Sangu	Wolof
Friulian	Luxembourgish	Sardinian	Xhosa
Galician	Luyia	Scottish Gaelic	Yoruba
Ganda	Machame	Sena	Zulu
German	Makhuwa-Meetto	Shambala	
Guarani	Makonde	Shona	
Gusii	Malagasy	Sicilian	



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