



CamingoDos Condensed Pro

ExtraLight	<i>ExtraLight Italic</i>
Light	<i>Light Italic</i>
Regular	<i>Regular Italic</i>
SemiBold	<i>SemiBold Italic</i>
Bold	<i>Bold Italic</i>
ExtraBold	<i>ExtraBold Italic</i>
Black	<i>Black Italic</i>

LONESOME BLUE YODEL TUNES

Hackamore

Great depression record shop

flatpicking

Bluegrass mountaineer

JAMBOREE

Three-finger banjo player

ExtraLight &
ExtraLight Italic
32pt

Reading is the complex cognitive process of decoding *symbols to derive meaning. Sometimes text or images*

ExtraLight &
ExtraLight 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 they perceive reading as fun rather than another chore to be*

ExtraLight &
ExtraLight Italic
18pt

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,*

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ExtraLight 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.*

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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 individual activity, done silently, although on occasion a person reads out loud for other listeners; or reads aloud for one's own use, for better comprehension. Before the re-

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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 meaning behind printed words. For a skilled reader, the act of reading feels simple, effortless, and automatic. However, the process of learning to read is complex and builds on cognitive, linguistic, and social skills developed from a very early age. As one of the four core language skills (listening, speaking, reading and writing), reading is vital to gaining

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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 ou mots écrits et l'accès au son de ces éléments. Si l'un des deux mé-

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 dieser Inhalte in einem sogenannten Situations- oder

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 człowieka. W psychologii i pedagogice spotyka się wiele definicji próbu-

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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 geschreven of gesproken taal te begrijpen of te produceren. Bij lezen gaat het

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 humanas para descifrar letras o cualquier otro

Bold, Black
& Italics
12pt

Читання в вузькому сенсі означає сприйняття викладених у письмовій формі, сформульованих мовою думок. Читання тексту є евристичним, когнітивним процесом, що визначається практикою та знаннями читача. У ширшому сенсі під цим поняттям розуміють реконструкцію закодованого в тексті змісту та побудову ментальної репрезентації цього змісту в так званій ситуацій-

Четенето означава възприемане на изразени в писмена форма, формулирани езиково мисли. Четенето на текст е евристичен, когнитивен процес, който се определя от практиката и знанията на читателя. В по-широк смисъл под това се разбира реконструкцията на кодираните в текста смислови съдържания и конструирането на ментална репрезентация на тези съ-

Tabular old-style figures
→ DEFAULT FIGURE STYLE

Page 0123456789 \$€£¥₧₧₧ƒ

Proportional old-style figures
→ PROPORTIONAL OLDSTYLE

Page 0123456789 \$€£¥₧₧₧ƒ

Tabular lining figures
→ TABULAR LINING

PAGE 0123456789 \$€£¥₧₧₧ƒ

Proportional lining figures
→ PROPORTIONAL LINING

PAGE 0123456789 \$€£¥₧₧₧ƒ

Tabular small caps figures
→ ALL SMALL CAPS

PAGE 0123456789 \$€£¥₧₧₧ƒ

Proportional small caps figures
→ ALL SMALL CAPS +
→ PROPORTIONAL LINING

PAGE 0123456789 \$€£¥₧₧₧ƒ

Subscript/Superscript
→ SUBSCRIPT
→ SUPERScript

H₂O E=mc² 5x⁴+2x

Case sensitive forms
→ ALL CAPS

„AB“ (CD) ¡EF! → „AB“ (CD) ¡EF!
H@I »JK« {LM} → H@I »JK« {LM}
0123456789 → 0123456789

Small caps
→ SMALL CAPS

Headline → HEADLINE

All small caps
→ ALL SMALL CAPS

Headline → HEADLINE
„ab“ (cd) ¡ef! → „AB“ (CD) ¡EF!
g/h i@j → G/H I@J

Standard ligatures
→ LIGATURES

fi fb fh fj fl ft → fi fb fh fj fl ft
ffi ffi → ffi ffi

Discretionary ligatures
→ DISCRETIONARY LIGATURES

ch ct çt st şt → ċh ċt çt st şt

Fractions
→ FRACTIONS

1/2 3/4 7/8 → ½ ¾ ⅞

Ordinals
→ ORDINALS

1a 2o No → 1^a 2^o No

Localized forms
Enabled by default in most
modern design apps and
dependent on the language
assigned to the text.

DIYARBAKIR



DİYARBAKIR

Любов



Любов

Arrows
→ STYLISTIC SET 1

01234



↔ ↙ ↓ ↘ ←

56789



↕ → ↖ ↑ ↗

Alternate “a”
→ STYLISTIC SET 2

Baracke



Baracke

Alternate “g”
→ STYLISTIC SET 3

Gagarin



Gagarin

Alternate “y”
→ STYLISTIC SET 4

Yesterday



Yesterday

Alternate “ij”
→ STYLISTIC SET 5

Drukkerij



Drukkerij

Round dots and commas
→ STYLISTIC SET 6

İËÿ, Ğäg!



İËÿ, Ğäg!

Serbian alternates
→ STYLISTIC SET 8

Изложба



Изложба

[illegible]

Italic
1161 glyphs

[illegible]

Latin based languages

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

Cyrillic based languages

Bashkir	Chuvash	Macedonian	Serbian
Belarusian	Erzya	Mongolian	Tajik
Bulgarian	Kazakh	Ossetic	Tatar
Chechen	Kyrgyz	Russian	Ukrainian



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