

## Abstract

The role of phonological and morphological skills in Chinese reading comprehension was discussed. Unitizational awareness was introduced as a skill essential to good reading comprehension. Semantic tasks at word level and character level were administered to 103 children of the second, fourth and sixth grade from an elementary school in Hong Kong. Results showed that morpheme and radical awareness existed in children as young as second graders, and some aspects of their morphological skills reached a quite proficient level. The ability to process the words and characters at an appropriate level was critical differentiating morphological skills in three grades and reading and writing performance in grade two. The importance of identifying the appropriate processing unit in comprehension was discussed.