FIGURE 2
The Active View of Reading Model

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This is a reader model. Reading is also impacted by text, task, and sociocultural context.

WORD RECOGNITION
Phonological awareness
(syllables, phonemes, etc.)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

ACTIVE SELF REGULATION
Motivation and engagement
Executive function skills
Strategy use
(word recognition strategies, comprehension strategies, vocabulary strategies, etc.)

BRIDGING PROCESSES
Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic cognitive flexibility
(letter-sound-meaning flexibility)

READING

LANGUAGE COMPREHENSION
Cultural and other content knowledge
Reading-specific background knowledge
(genre, text features, etc.)
Verbal reasoning
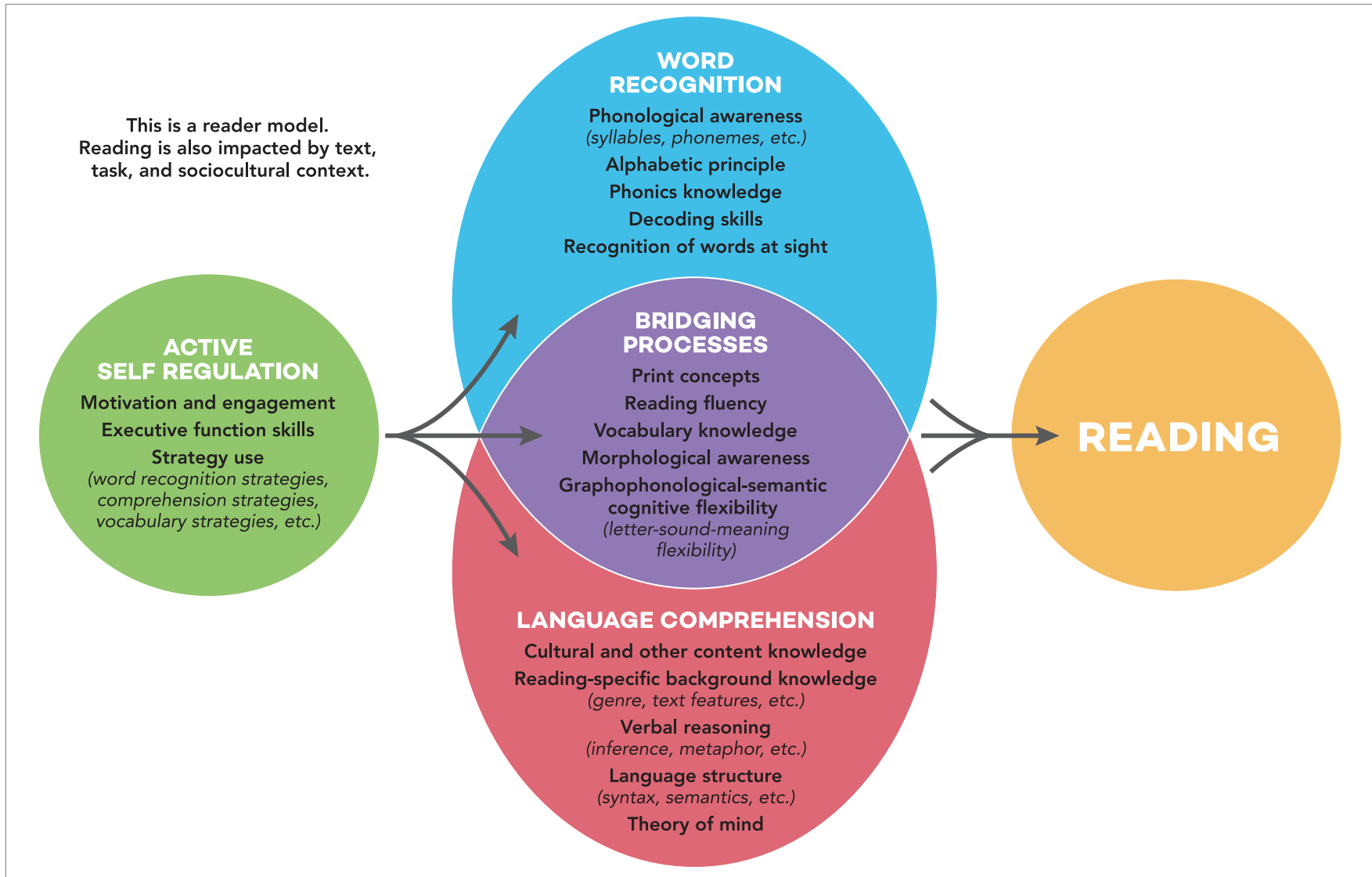*(inference, metaphor, etc.)*
Language structure
(syntax, semantics, etc.)
Theory of mind

Note. Several wordings in this model are adapted from Scarborough (2001).

TABLE 2
Definition and Example Supporting Study (or Review of Studies) for Each Construct Within the Active View of Reading Model

Construct in the model	Definition of the construct	Example study finding that instruction in the construct improves reading comprehension
Active self-regulation		
Motivation and engagement	Reading motivation involves expecting value in, having interest in, and having a desire to read; motivation facilitates engagement, which is active participation in reading and interaction with text.	McBreen and Savage (2020)
Executive function skills	Higher order self-regulatory neurocognitive processes recruited particularly in complex, goal-directed tasks (including reading)	Johann and Karbach (2019)
Strategy use	"Deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text" (Afflerbach, Pearson, & Paris, 2008, p. 368)	Word-reading strategies: Lovett et al. (2000) Comprehension strategies: Okkinga et al. (2018)
Word recognition		
Phonological awareness	Conscious attention to the sounds in spoken language, including words, syllables, onsets, rimes, and individual phonemes (phonemic awareness)	Ehri et al. (2001)
Alphabetic principle	The understanding that in alphabetic languages, sounds in spoken language are represented by letters in written language	This construct is typically taught along with those above and/or below this row.
Phonics knowledge	Knowledge of specific phoneme–grapheme relations, such as that the letters *sh* together typically represent the sound heard at the beginning of the word *ship*	Connelly, Johnston, and Thompson (2001)
Decoding skill	The ability to associate graphemes with phonemes and to blend those phonemes to produce a word	Cunningham (1990)
Recognition of words at sight	The ability to identify/read a word automatically or at sight, which typically results from having previously decoded the word multiple times	McArthur et al. (2015)
Bridging processes		
Print concepts	Understanding of how print works, such as reading it from left to right and top to bottom in English	This construct is typically taught along with others, but effects on comprehension have been found by Piasta, Justice, McGinty, and Kaderavek (2012).
Reading fluency	The accuracy, automaticity, and prosody with which a person reads	Stevens, Walker, and Vaughn (2017)
Vocabulary knowledge	Understanding of the denotative and connotative meanings of words and phrases within a language	At least for comprehension of passages with taught words: Wright and Cervetti (2017)
Morphological awareness	Awareness and knowledge of the smallest meaningful units in language, such as recognizing that *returnable* has three morphemes: *re*, *turn*, and *able*	Goodwin and Ahn (2013)
Graphophonological-semantic cognitive flexibility	The ability to simultaneously consider and actively switch between the letter–sound (graphophonological) and meaning (semantic) features of printed words	Cartwright, Bock, et al. (2020)

(*continued*)

TABLE 2
Definition and Example Supporting Study (or Review of Studies) for Each Construct Within the Active View of Reading Model (*continued*)

Construct in the model	Definition of the construct	Example study finding that instruction in the construct improves reading comprehension
Language comprehension		
Cultural and other knowledge	A body of information acquired over time through experiences, such as formal education and daily activities within one's cultural group(s)	Cabell and Hwang (2020)
Reading-specific background knowledge	Knowledge specific to understanding written language, such as knowledge of common genres of written text and written text features (e.g., headings, diagrams)	Hebert, Bohaty, Nelson, and Brown (2016)
Verbal reasoning	Reasoning about aspects of text meaning beyond vocabulary and printed text, such as when making inferences or when interpreting the nonliteral meanings of metaphors and figures of speech	Elleman (2017)
Language structure	The organization of language to convey meaning, such as how words are ordered within a sentence (syntax); some aspects of language structure are encompassed in other constructs	Weaver (1979)
Theory of mind	A kind of social reasoning that involves "the ability to understand and take into account one's own and others' mental states (Premack & Woodruff, 1978)" (Weimer et al., 2021, p. 1), including characters' mental states (e.g., thoughts, feelings, intentions) to understand, reason about, and make inferences from text	Lysaker, Tonge, Gauson, and Miller (2011)

engagement, and EF—are not included in the original rope model at all. Notably, Cutting and colleagues' (2015) update of the rope model incorporates EF through arrows surrounding each strand of the rope. However, as we noted earlier, the original rope model, without attention to EF, is the version most commonly shared with and referenced by practitioners (e.g., International Dyslexia Association, 2018).

In sum, the rope model unpacks the word recognition and language comprehension constructs of the SVR and shows that, at least eventually, they are coordinated. However, quite understandably given the age of the rope model, it does not reflect some other key research advances from the science of reading, such as the contributions of theory of mind, morphological awareness, GSF, motivation and engagement, and EF to reading. The rope model also does not fully reflect research showing shared variance or bridging processes between language comprehension and word recognition, nor does it guide practitioners to consider potential causes for reading comprehension difficulties outside word recognition and language comprehension. Therefore, we see the active view of reading as a valuable update to the rope model, reflecting more of the research that has been conducted on the science of reading.

The DIME and DIER Models

Goals in model building vary. Our goal in proposing the active view of reading was to offer an alternative to the dominant model presented to practitioners, the SVR, that reflects key insights from scientific research on reading not captured in the SVR. Other models that have been proposed to expand on the SVR have been intended to model statistically the processes involved in skilled reading, so the models have been presented as structural equation models with factor loadings and so forth. Two theories that model reading in this way, which we mentioned previously, are the DIME and DIER models. Each unpacks the word recognition and language comprehension components of reading, while drawing attention to other contributors to skilled reading not obvious, or completely missed, in the original SVR. For example, the DIME model adds background knowledge, inference, and strategies constructs (Ahmed et al., 2016), and the DIER model adds inference, comprehension monitoring, grammar, working memory, and theory of mind components (e.g., Kim, 2017). Neither model fully addresses the self-regulatory variables we identified in the active view of reading, such as domain-general and reading-specific EFs and motivation and engagement. Also, neither model addresses the substantial overlap between word recognition and