

# Active View of Reading Reference Sheet

Models are a way to represent a theory of reading; they explain what reading involves and how reading “works.” The [Active View of Reading](#) (AVR) (Duke & Cartwright, 2021) posits that reading depends on active self-regulation, which allows for word recognition, language comprehension, and the processes that bridge them (bridging processes). These four domains are further broken down into components. Breaking reading down into its component skills can help educators consider intervention targets that match the needs of their learners. This table displays the definitions of the domains and components of the AVR.

For more information on the AVR, read the Iowa Reading Research Center blog post “[Research Article of the Month: December 2023](#)” by Qian Wang, Ph.D., and Kate Will, M.A.

**Active Self-Regulation:**

Through active self-regulation, readers consciously coordinate the various processes necessary for successful reading by deploying strategies, maintaining motivation, and actively engaging with text.

**Motivation and engagement:** *Motivation and engagement* describe interest in reading, perceived sense of value in reading, mindsets around reading success and difficulty, active participation in reading, and interaction with text.

**Executive function skills:** *Executive function skills* are self-regulatory processes in the brain that allow individuals to plan, monitor, and execute tasks that reach a goal.

**Strategy use:** *Strategies* are techniques readers employ—such as predicting, summarizing, identifying main ideas and details, visualizing, and understanding an author’s purpose and perspective—in order to understand the meaning of a text.

**Word Recognition:** Word recognition is the ability to recognize a written word. This begins by attending to letter-sound correspondences, but with repeated practice, word recognition becomes automatic, and readers are able to recognize words without effort.

**Phonological awareness:** *Phonological awareness* is the knowledge of sounds within spoken language. It begins with the recognition of phrases within sentences and progresses to successively smaller units (e.g., words within phrases, syllables within words, syllable parts, and individual phonemes).

**The alphabetic principle:** The *alphabetic principle* states that words are composed of letters and that there is a predictable pattern between specific letters or letter combinations and the sounds they represent.

**Phonics knowledge:** *Phonics knowledge* is an understanding of the specific relationships between speech sounds and the letters or letter combinations that represent them.

**Decoding skills:** Readers use *decoding skills* when they apply knowledge of phonics to convert the letters or letter combinations in a word to the sounds they represent and then blend the sounds together to read the word.

**Sight recognition:** *Sight recognition* is the ability to recognize words accurately and effortlessly without breaking them down or sounding them out.

**Language Comprehension:**

Language comprehension is the ability to make sense of spoken language.

**Cultural and other content knowledge:** *Cultural knowledge* is a body of knowledge about how the world works that is built over time through experiences and interactions with others in one's community. *Content knowledge* includes discipline-specific knowledge (e.g., science, social studies, math) that can aid readers in understanding a text.

**Reading-specific background knowledge:** *Reading-specific background knowledge* includes knowledge of genres, features of writing, and the organization of and relationship among ideas in a text (e.g., sequence, compare and contrast, cause and effect).

**Verbal reasoning:** *Verbal reasoning* involves making inferences about what a text says literally and figuratively. It includes understanding metaphors, analogies, and idioms.

**Language structure:** *Language structures* include syntax (the order of words in a particular language and the rules that explain how words can and cannot combine) and semantics (the meaning of words).

**Theory of mind:** *Theory of mind* is the ability to attribute mental states (e.g., beliefs, desires, intentions, emotions) to oneself and others, including characters, allowing one to interpret and make inferences from text.

**Bridging Processes:** Bridging processes are the components of reading that impact both word recognition and language comprehension.

**Print concepts:** *Print concepts* refer to how print "works" in reading. For example, in English, words are read from left to right, top to bottom, and front to back. Letters form words, and words form sentences. Print awareness also includes an understanding of the purposes of print, such as providing instructions, sharing ideas, or telling stories, and knowledge of the different forms of print, such as cards, signs, labels, charts, e-mails, instructions, and books.

**Reading fluency:** *Fluency* means reading with appropriate expression, accuracy, and rate.

**Vocabulary knowledge:** *Vocabulary* refers to the words that children know and understand or use in written or spoken language.

**Morphological awareness:** *Morphological awareness* is an understanding of the smallest units of meaning in language, called morphemes, which include base words, prefixes, and suffixes.

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**Graphophonological-semantic cognitive flexibility:**

*Graphophonological-semantic cognitive flexibility* refers to the ability to simultaneously attend to the written (graph-), sound (phono-), and meaning (semantic) form of a word while reading.