

THE ACTIVE VIEW OF READING

As the country continues to embrace the science of reading, we think it is important to rely on the latest theoretical and research-based foundations that help guide the instruction of reading that students in our nation receive. In the following document, we explore Duke and Carwright's (2021) theoretical model that builds on decades of reading research and propels the literacy field forward—The Active View of Reading.

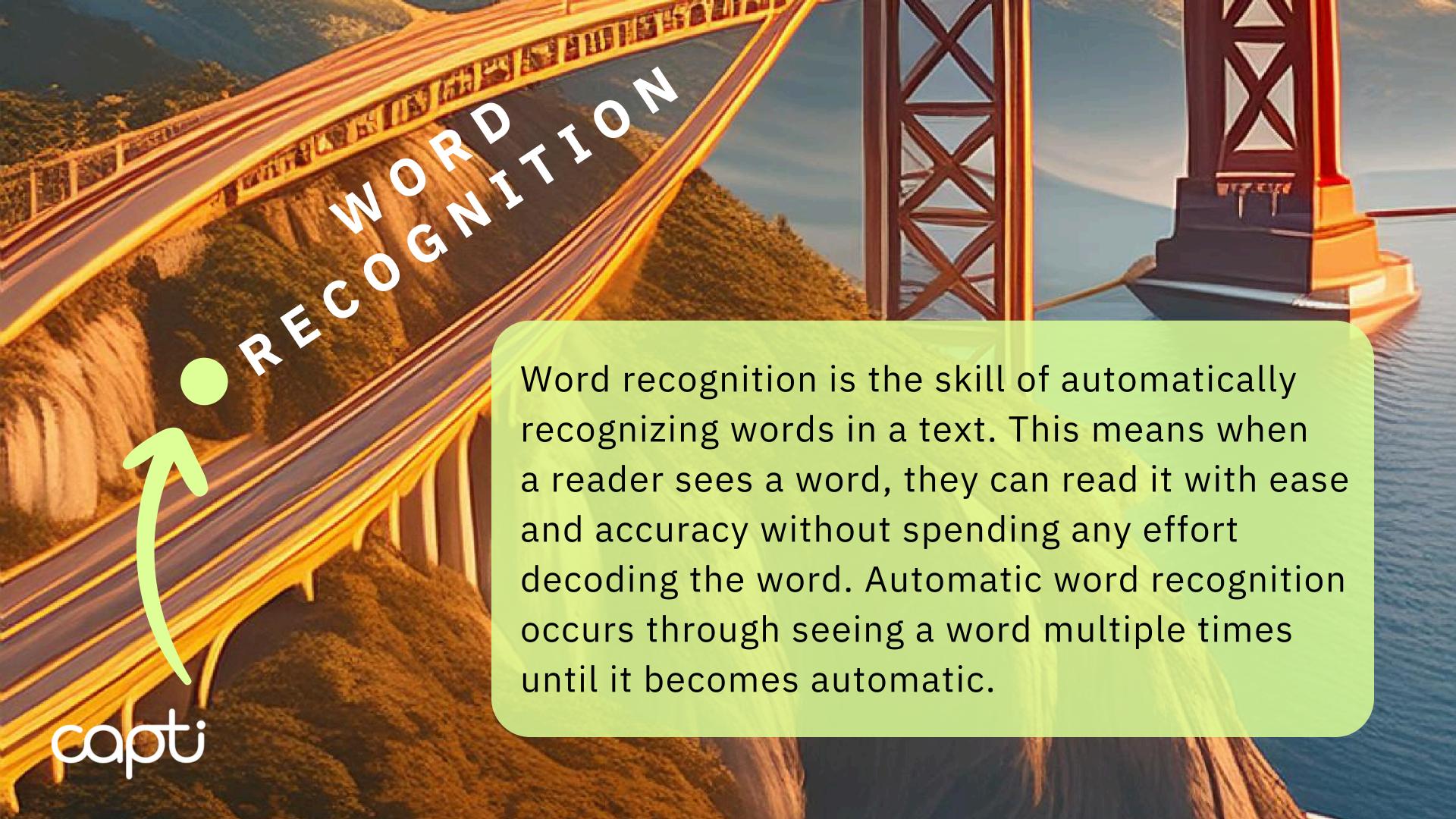
In this model, Duke and Carwright posit that reading is not a passive process of decoding text but rather an active cognitive endeavor that involves the integration of multiple linguistic and cognitive processes. At its core, this theoretical framework emphasizes the dynamic interaction between active self-regulation, including motivation and engagement, executive functioning skills, and strategy use, bottom-up processes, such as decoding and word recognition, and top-down processes, including background knowledge, vocabulary, and comprehension strategies.

Of significance to the following pages, are the bridging processes proposed by Duke and Cartwright that serve as the cognitive mechanisms that facilitate the integration of these bottom-up and top-down processes, allowing readers to construct meaning from text. By bridging the gap between surface-level features of text and higher-order comprehension, readers engage in strategic and adaptive reading behaviors that enable them to extract meaning, make connections, and construct mental representations of the text. This introduction to the bridging processes helps to illuminate the critical connections between word recognition and language comprehension.

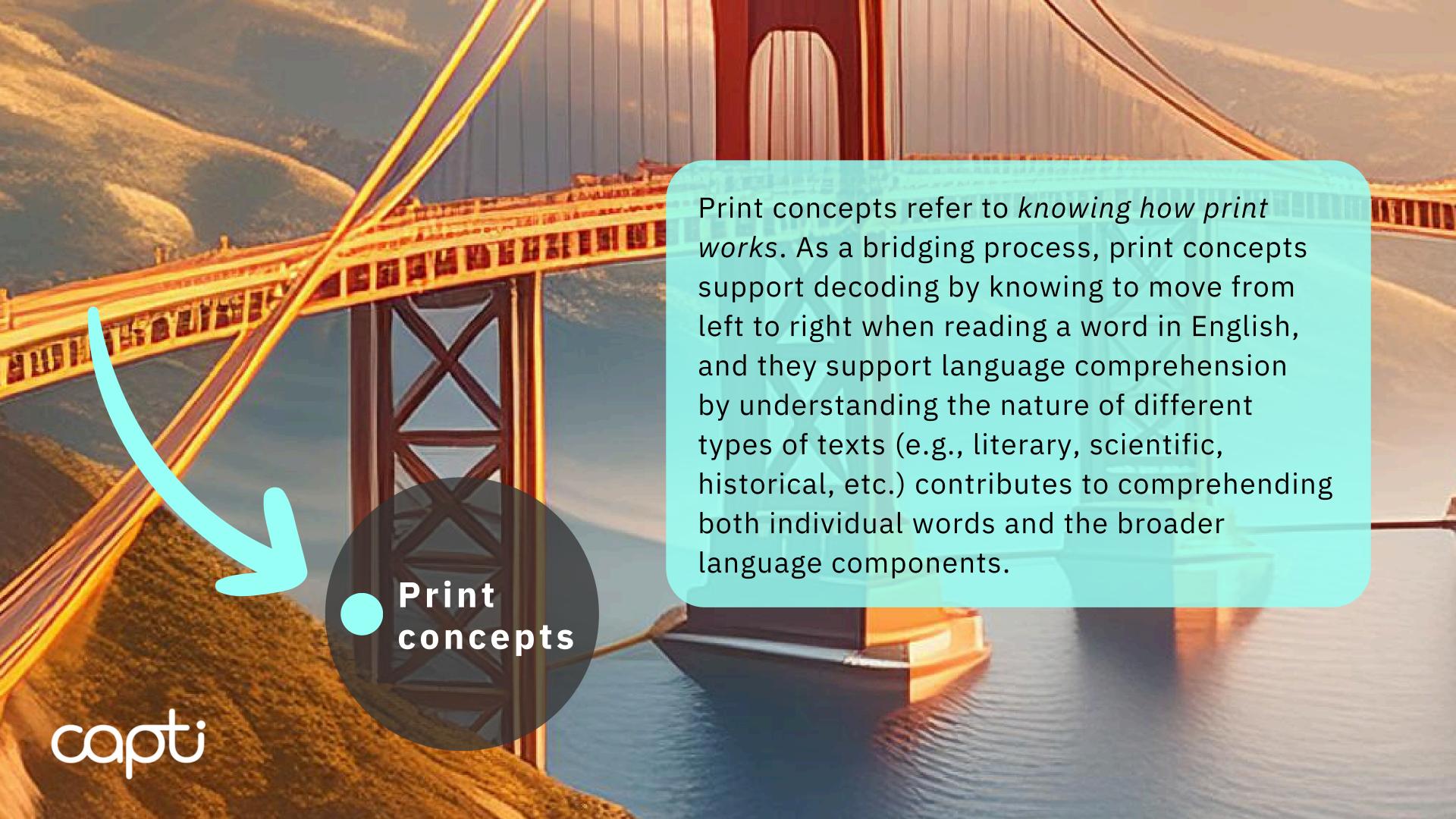
Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. Reading Research Quarterly, 56, S25-S44.







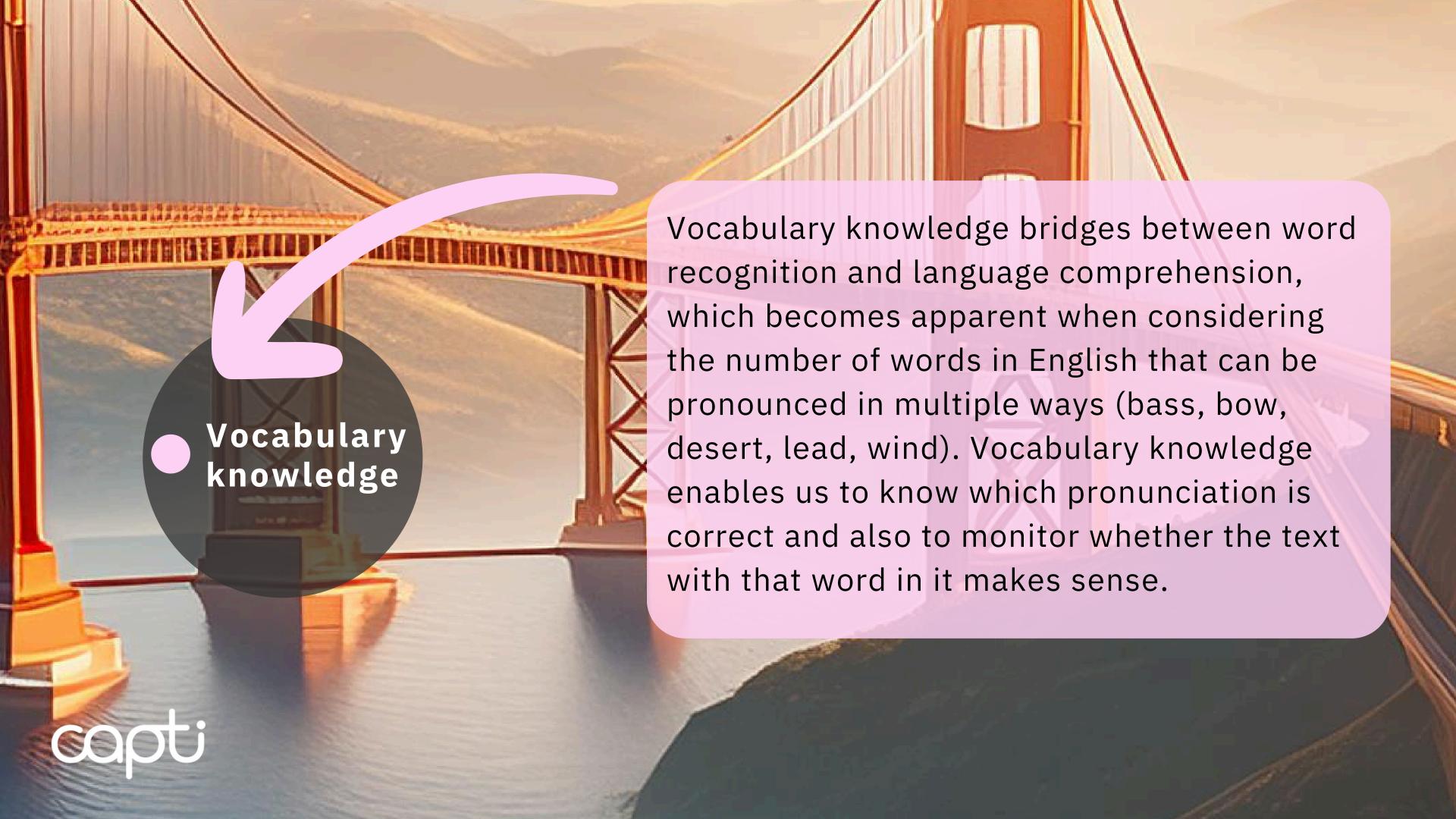




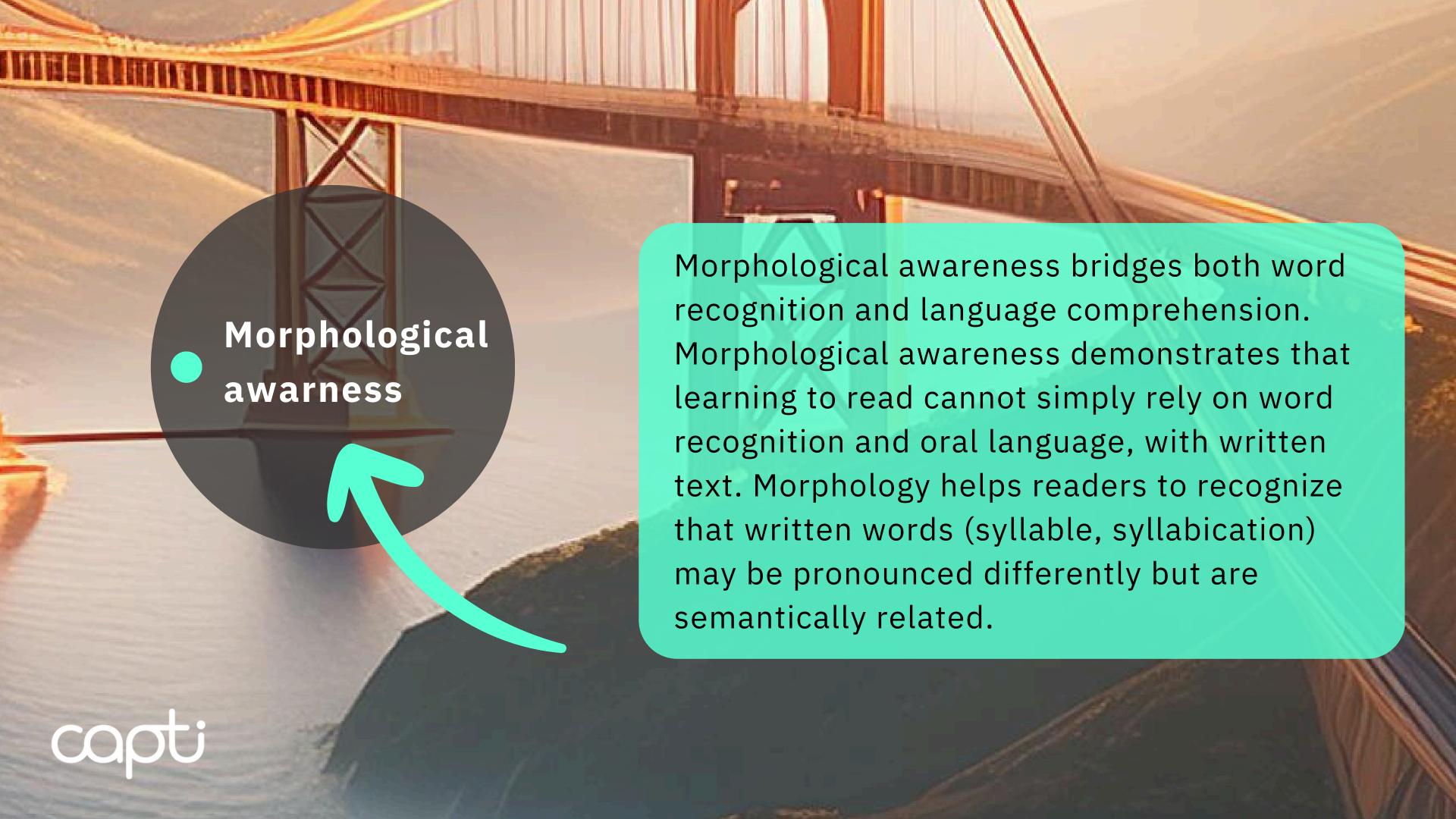




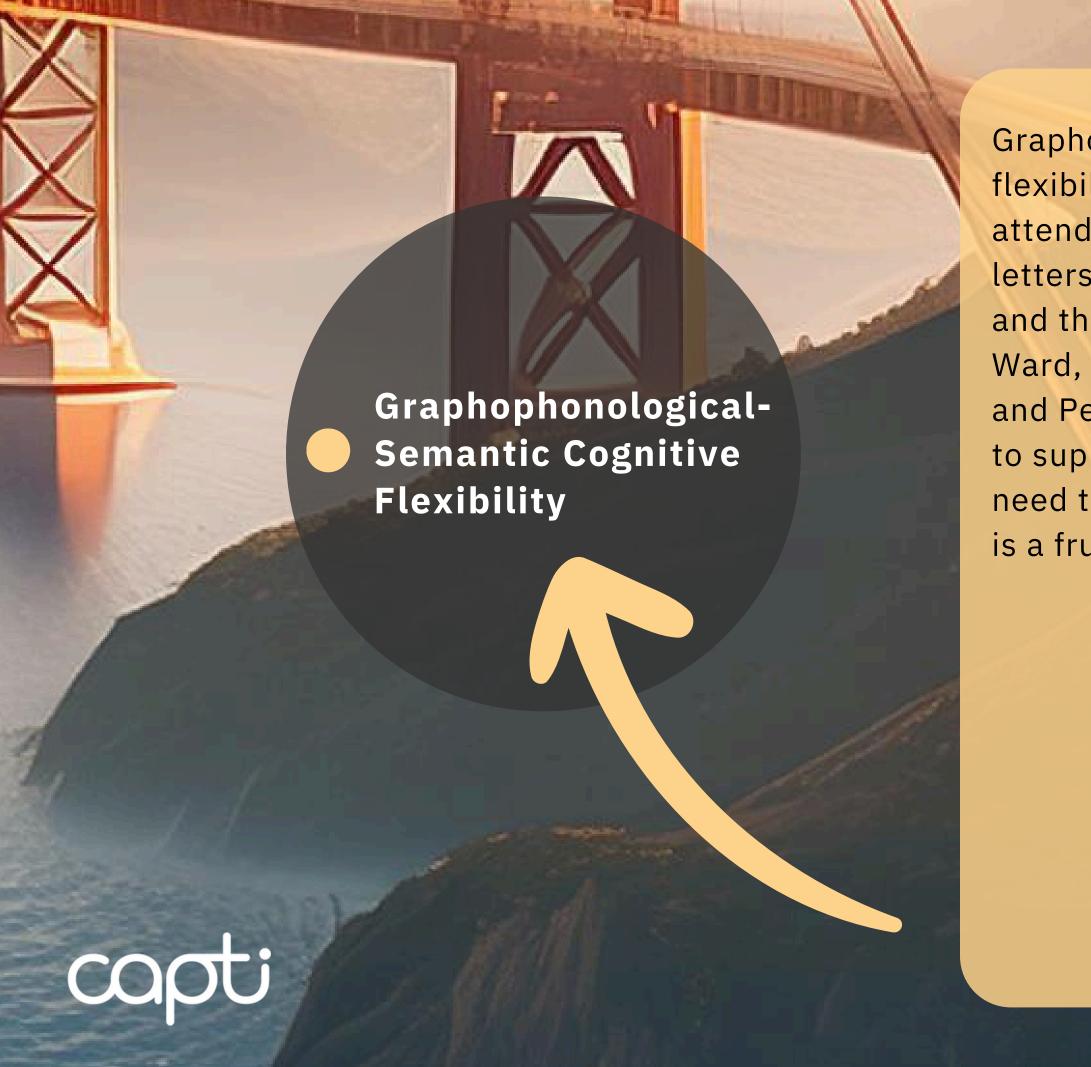




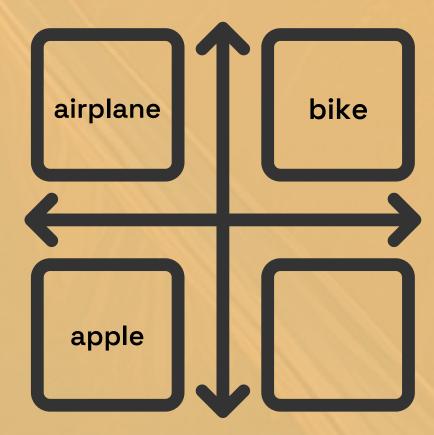








Graphophonological-semantic cognitive (GSF) flexibility involves "the ability to simultaneously attend to, and flexibility switch between, the letters and sounds in words (graphophonological) and the meanings of words (semantic)" (Duke, Ward, Pearson, 2021, p. 664). Duke, Ward, and Pearson recommend using Matrices to support GSF. In the matrix below, students need to consider a word that starts with /b/ and is a fruit.









SUGGESTION FOR FURTHER READING

Nell Duke and Kelly Cartwright importantly provide an updated perspective on reading in The Science of Reading Progresses: Communicating Advances

Beyond the Simple View of Reading. This article delves into the evolving landscape of literacy research, particularly focusing on advancements beyond the Simple View of Reading. This comprehensive review explores how contemporary scientific insights have expanded our understanding of reading processes, encompassing factors such as phonological awareness, orthographic processing, vocabulary acquisition, and comprehension strategies.

By synthesizing recent findings from cognitive neuroscience, psycholinguistics, and educational psychology, the article highlights the multifaceted nature of reading development and underscores the importance of adopting a holistic approach that integrates various components of literacy instruction. Moreover, the authors emphasize the significance of effective communication and dissemination of these scientific advances to educators, policymakers, and other stakeholders in order to inform evidence-based practices and promote literacy achievement for all learners.

