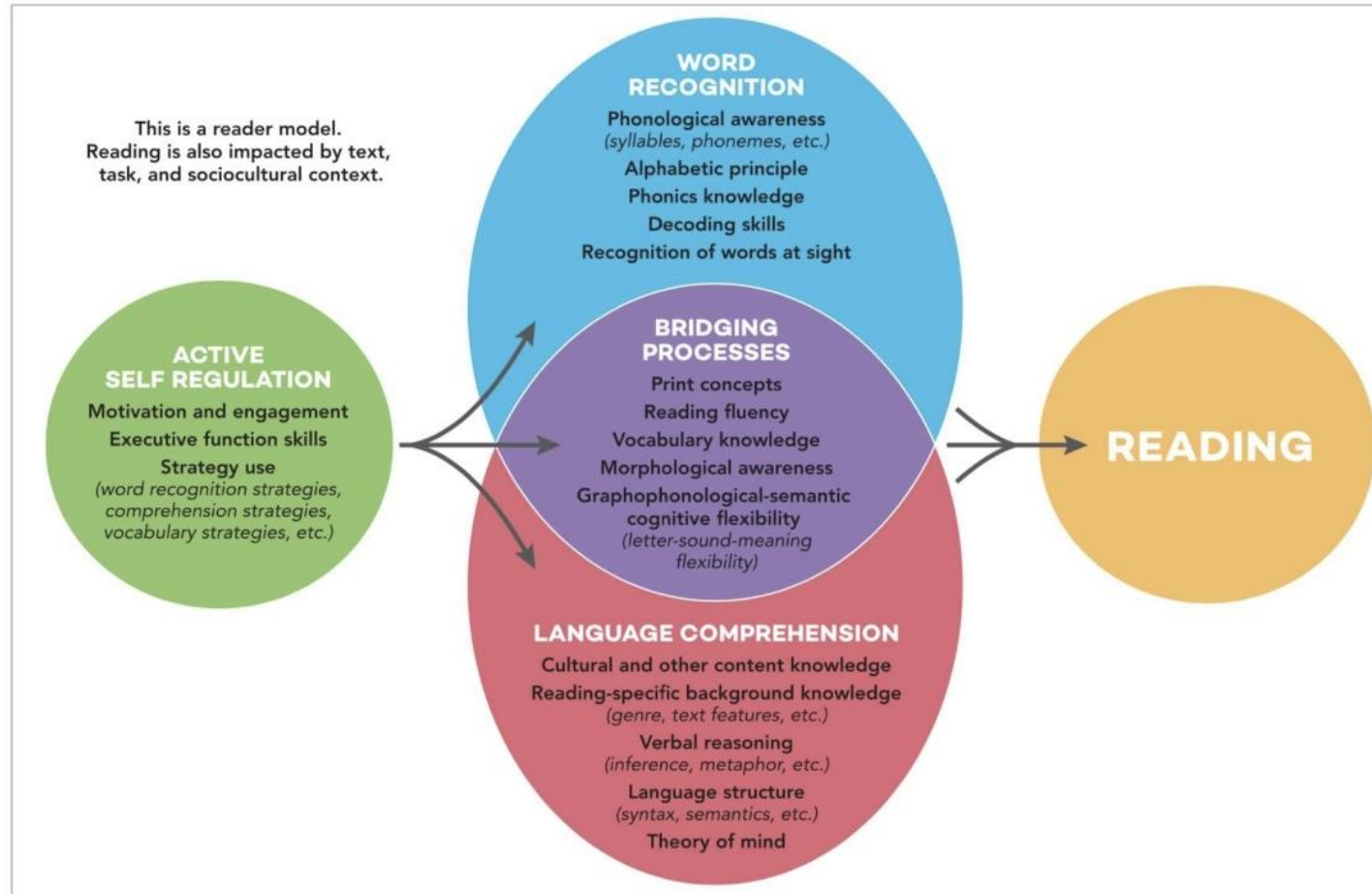


**FIGURE 2**  
**The Active View of Reading Model**



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

**Word Recognition**



**Language  
Comprehension**



**Reading  
Comprehension**



**PHONOLOGICAL  
AWARENESS**



**PHONICS**



**FLUENCY**



**COMPREHENSION  
& VOCABULARY**



**LANGUAGE  
CONCEPTS**



**COMMUNICATION**

# Scarborough's Reading Rope

## Language Comprehension **LC**

**Background Knowledge**  
facts, concepts, etc.

**Vocabulary**  
breadth, precision, links, etc.

**Language Structures**  
syntax, semantics, etc.

**Verbal Reasoning**  
inference, metaphor, etc.

**Literacy Knowledge**  
print concepts, genres, etc.

## Word Recognition **D**

**Phonological Awareness**  
syllables, phonemes, etc.

**Decoding**  
alphabetic principle,  
letter-sound correspondences

**Sight Recognition**  
of familiar words

INCREASINGLY STRATEGIC

Skilled Reading **RC**

INCREASINGLY AUTOMATIC

$$\text{LC} \times \text{D} = \text{RC}$$

Fluent word recognition and comprehension.

*This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.*