Let's Talk Banning of 3-Cueing

LDOE Literacy Coach Community of Practice

The Center for Literacy & Learning

Our Vision

Everyone is empowered through literacy.

Our Mission

We advance learning and literacy through evidence-based practices in the classroom, home, and community.

Objectives

- Define 3-cueing and identify characteristics of 3-cueing based reading instruction

- Explain why the 3-cueing system was banned in LA

- Identify common markers of a curriculum that relies on the 3-cueing system

- Understand how to implement science of reading aligned practices within curriculums that rely on 3-cueing

Agenda

1. Act 517

2. What is 3-cueing?

3. Reading & The Brain

4. Balanced Literacy vs. Structured Literacy

5. Three-cueing & Curricula

3-Cueing in Louisiana

Act 517: "3-cueing ban"

Louisiana Legislature: June 21, 2022 - Representative Nelson

"To ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary and comprehension."

Source: LDOE

Act 517

Instructional materials and embedded assessments do not require or encourage:

- the three-cueing system model of reading instruction

- visual memory as the primary basis for word recognition

- MSV cues in reading instruction

Source: LDOE

Act 517

Act 517 Three-Cueing Ban Guidance
~LDOE Literacy Library

Act 517 of the 2022 Louisiana Legislative Session **prohibits** the use of the three-cueing system, or the MSV technique, in curriculum and instructional materials. This approach has been **proven ineffective** by empirical research in teaching students to read. This guidance document provides an explanation of what the three-cueing system is, what to look for when identifying these strategies in curricular materials, why it is **not** best for students learning to read, and what instructional strategies are proven effective for teaching students to read and comprehend.

What is the "Three-Cueing System?"

The three cueing system is an approach to *foundational skills instruction* that involves the use of three different types of instructional cues: semantic (gaining meaning from context and sentence-level cues), syntactic or grammatical features, and grapho-phonic (spelling patterns). When students encounter words that they cannot read automatically, they are prompted to question themselves using the following three questions: *Does it look right? Does it sound right? Does it make sense?*

At the earliest stages of learning to read, students are prompted to default to semantic or syntactic cues before attempting to use grapho-phonic cues. Students are encouraged to use illustrations to "guess" the meaning of words in predictably-written texts.
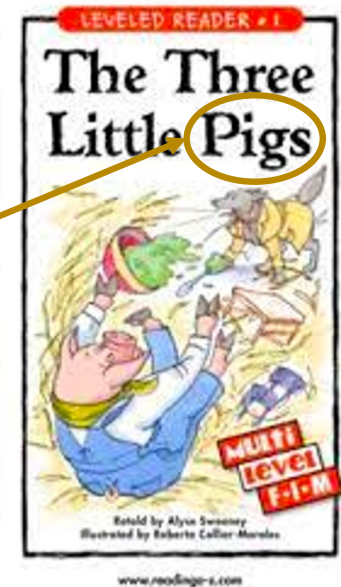
What is 3-cueing?

The 3-Cueing System

- Guessing at words

- Strategies students learn:
  - Does it look right?
  - Does it sound right?
  - Does it make sense?

- Rely on pictures, context, syntactical features to read words

- Emphasis on 'whole word' reading

"Look at the picture. What is the first sound? What makes sense?"

3-Cueing

Teachers analyze student errors using the MSV approach

- Meaning = student uses semantic clues

- Structure/Syntax = errors are based on grammar and/or sentence structure

- Visual = errors are based on visual similarities

Ex. Student reads 'happy' instead of 'glad'

Ex. Student reads 'jumps' instead of 'jumped'

Ex. Student reads 'were' instead of 'where'

Why was 3-cueing banned?

Three Cueing System

- The three cueing system encourages children to engage in a "psycholinguistic guessing game," where readers use their graphic, semantic, and syntactic knowledge to read and understand a printed word (Petscher et al., 2020).

- Research has proven that analyzing letter-sound relationships is how words are stored in memory. Yet, the three-cueing system ignores what is known to be true, underemphasizing letter-sound connections (Davis, Jones, & Samuelson, 2021), solely resting on whole word reading, guessing strategies, and contextual features. This form of teaching does not support reading without the presence of pictures, graphophonemic connections, or explicit phonics instruction, leaving students with unreliable guessing strategies.

THE 4 PART PROCESSOR
(based on Seidenberg & McClelland, 1989)

**Concept & Information;
Sentence Context;
Text Structure**

Context

Fluency

Vocabulary

**Phonemic
Awareness**

Phonological

Meaning

Orthographic

Phonics
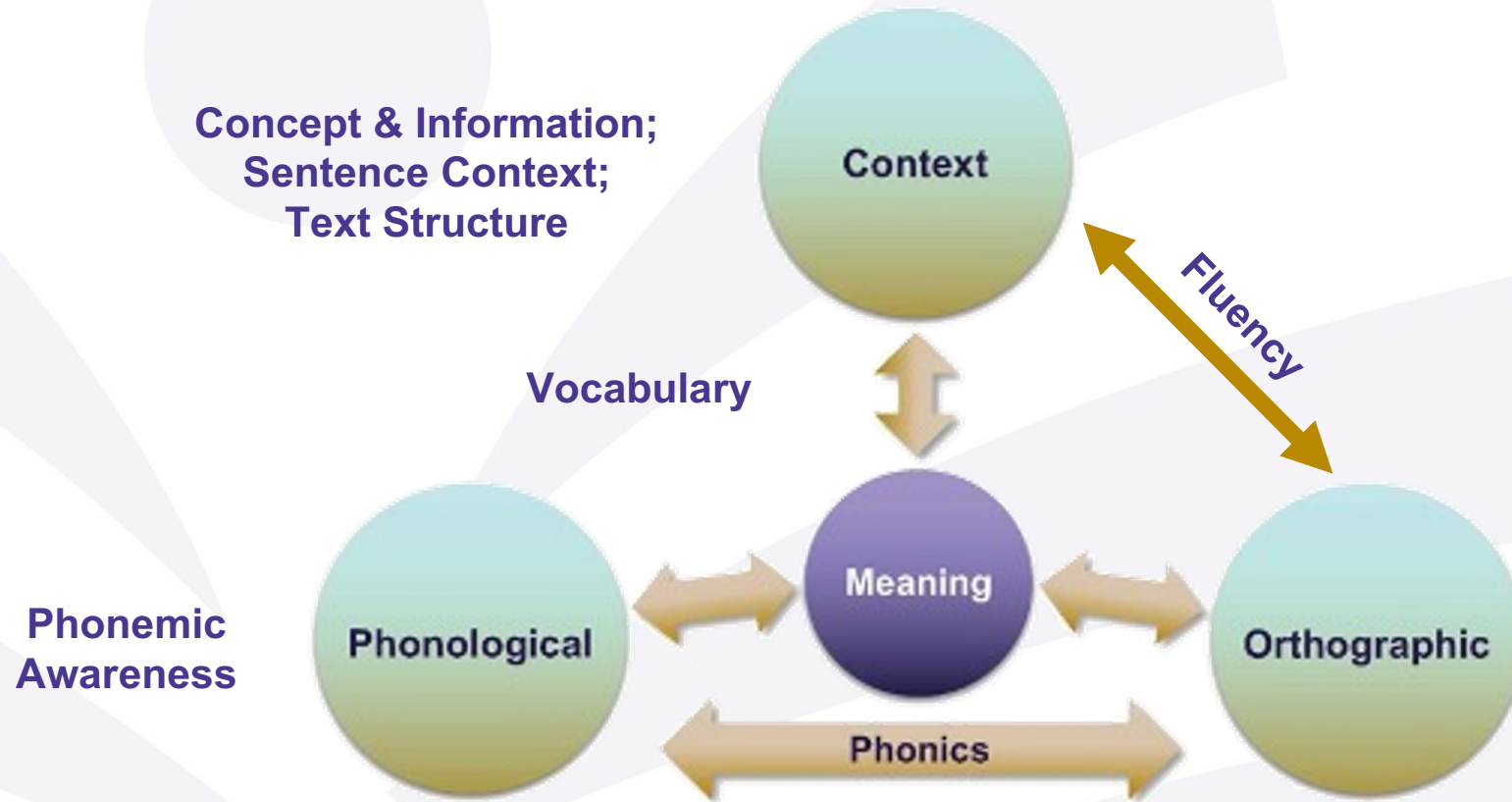
Let's Read!

ðə rein is falling daʊwn.

Give me a roll of striŋ for my kait.

Let's Read!

ðə bæt flʊə ʌp.

The koʊt is purple.

Sit hlər in ðis tʃeər.

Give me a roll of striŋ for my kait.

ðə rein is falling daʊwn.

Phoneme Grapheme Connections

aʊ   /ŏ/

haʊt

Breakout Room Discussion

Reflect for a few moments and discuss:

- Describe your experience trying to read the sentences with and without picture supports. What was it like?

- After participating in this activity, what are your key takeaways about the process of learning to read?

Balanced Literacy vs. Structured Literacy

History of the Reading Wars

1960's

Scientific Research Supporting Decoding and Language Comprehension

1970's

Whole Language

1996

Balanced Literacy

The Reading Wars
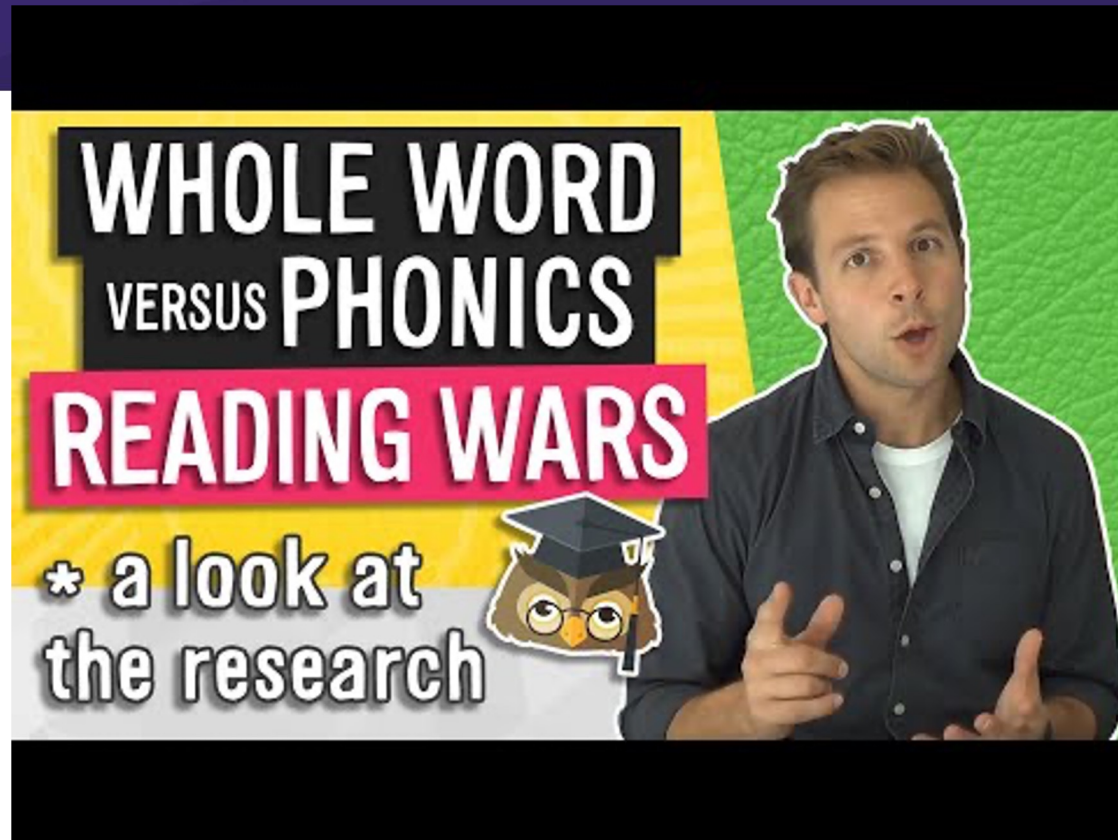
Breakout Room Discussion

Reflect for a few moments and discuss:

- What type of instruction, particularly in K-2, do students need in order to become proficient readers?

- How can we support teachers with implementing these approaches?

Whole Language & Balanced Literacy

- Whole language and balanced literacy instruction are based on the philosophy that kids will learn to read naturally if you expose them to a lot of books.

- Multi-cueing system strategies are present.

- Students spend independent reading time in leveled readers.

- Minimal phonics taught but not explicit and lessons are embedded into other work

Curricula

At the forefront of the discussion now is the need for SOR-aligned instructional practices in the classroom.
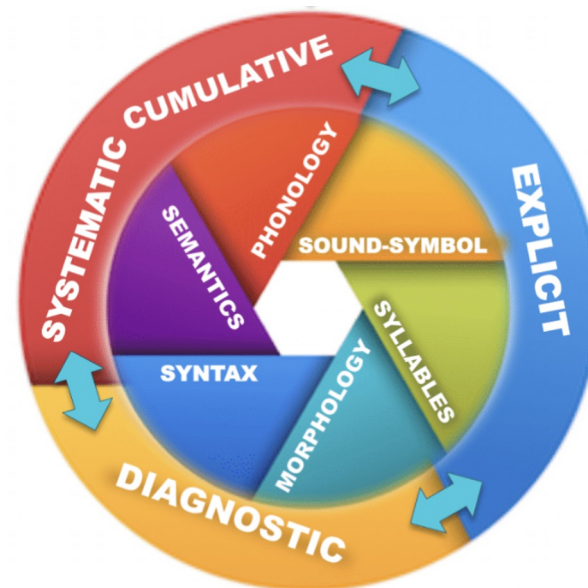
Inner Circle: Elements
Outer Circle: Teaching Principles

IDA

Structured Literacy

"*How* we teach"

Outer Circle

- **Explicit** - modeling,"I do, We do, You do"

- **Systematic** - simple to complex

- **Cumulative** - link material to previously learned concepts, review

- **Diagnostic** - differentiated based on need

- **Multisensory** - multiple modalities(kinesthetic, visual, auditory, etc.)
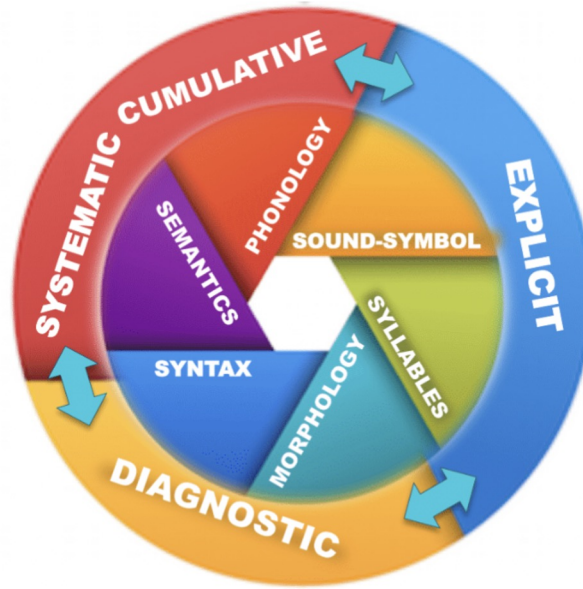
Inner Circle: Elements
Outer Circle: Teaching Principles

IDA

"*What* we teach"

Inner Circle

- **Phonology -** Speech sounds and manipulation of sounds

- **Sound-Symbol -** letter-sound associations

- **Syllables** - unit of language with one vowel sound

- **Syntax -** sentence structure, formation, word order

- **Morphology -** unit of meaning

- **Semantics -** meaning relationships among words

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Balanced Literacy vs. Structured Literacy

Balanced Literacy	Structured Literacy

3-Cueing & Curricula

Balanced Literacy Classroom

Leveled Readers

Reading Level Charts

Guided Reading
"Look at the picture."
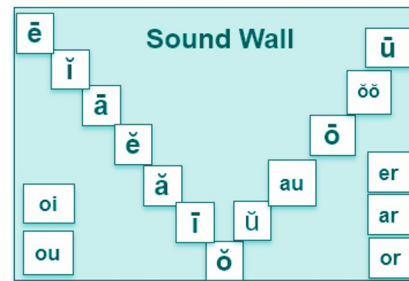*"What makes sense?"*
"Look at the first sound."

Readers Workshop
Mini-lessons
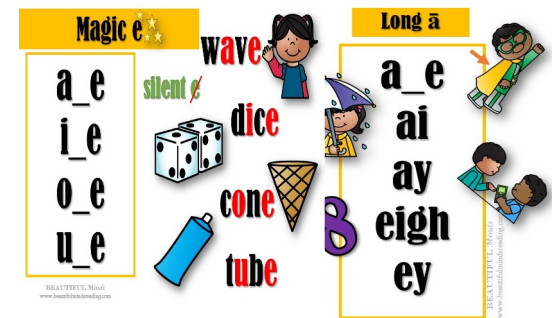*Independent reading*
Conferencing

MSV Reading Strategies

Structured Literacy Classroom
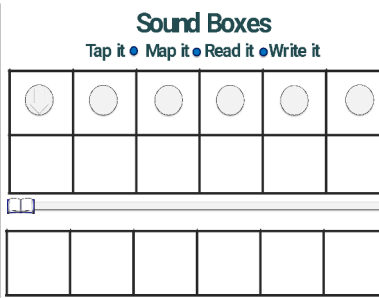
Sound Awareness First

Sound Wall

Phonics Patterns

does

Irregular Words are taught explicitly.

ALL Words Orthographically Mapped

short a skill

Decodable Readers 30

Breakout Room Discussion

Reflect for a few moments and discuss:

- Are there any elements of balanced literacy or a 3-cueing approach present in your current K-2 literacy curriculum and instructional practices?

- If yes, what can you do to incorporate more structured literacy practices?

Reading Foundations Schedule

Lesson Components	Time
Phonological Awareness Warm Up	**5 minutes**
Phonological Awareness Objective Introduction	**3 minutes**
Phonological Awareness Articulation Skill (Whole or Small Group)	**3 minutes**
Introduction to Daily Objective **Letter-Sound Correspondence** (Phonics Skill-Spelling Pattern)	**5 minutes**
Word Reading (Blending, Segmenting Routine)	**5 minutes**
Word Work (Phoneme-Grapheme Connections)	**10 minutes**
Dictation (Spelling & Sentences)	**5 minutes**
Decodable Text Application	**5-10 minutes**

Explicit Lesson

Lesson Components	Instructional Routine
Phonological Awareness Warm-Up	Review previous phonological skills.
Phonological Awareness Objective Introduction	**Teacher says**: Scholars, today's <u>sound</u> we will be working on is___" **Teacher says**: "Your turn, say the sound___" (students respond) **Teacher says**: "What sound?" (students respond) **Teacher says**: "<u>Listen</u> to the following words. Some of them will have our new sound, ___. What Sound? (students respond) **Teacher says**: "If you hear___, give me a thumbs up in your lap."
Phonological Awareness Articulation Skill (Whole or Small Group)	" Take out your mirror and practice the sound ___. How does your mouth look?"
Introduction to Daily Objective and Word Reading	"Scholars, I want you to watch me read the list of words on the board/word cards. I am going to read them quickly and accurately. Accurately means I am reading them correctly. All of the words will have our new sound ___ and new spelling pattern_____" **I do**: "*Watch me.*" Teacher reads through words, looking at each letter and reading fluently "*I am going to highlight/underline the sound___.*"

Explicit Lesson

Lesson Components	Instructional Routine
Word reading (Blending, Segmenting Routine)	Choose word blending routine: sound by sound, additive, continuous. **We do**: *"Now, let's read the words together. Let's hear the boys read the words, the girls, etc."* ***You do***: *" Your turn to read the words. (students have ind. word cards or words printed on ind. paper)*
Word Work Phoneme-Grapheme Connections	Preplan the word list for the lesson - I do, we do, you do Examples: Letter cubes/ tiles, word sorts, and orthographically mapping words.
Dictation	Prepare 1-3 sentences for students to write using words with previous letter/sound correspondence taught and current letter/sound correspondence from daily objective.
Decodable Text Application	**I do:** Read decodable text/passage to students. **We do:** Read sentence by sentence and highlight/underline words with new letter/sound correspondence from objective. **You do:** Read the decodable text fluently and accurately.

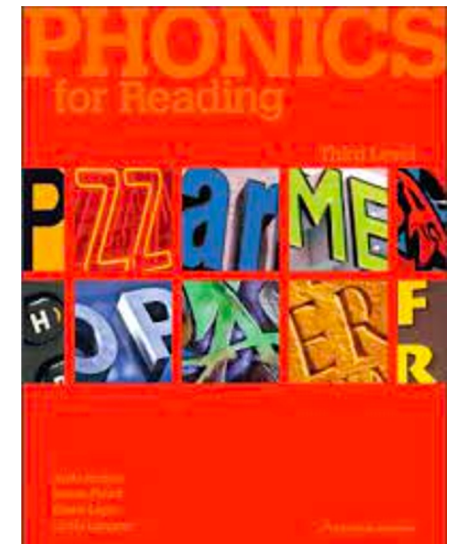# Instructional Resources: Phonics

West Virginia Phonics

95% Group
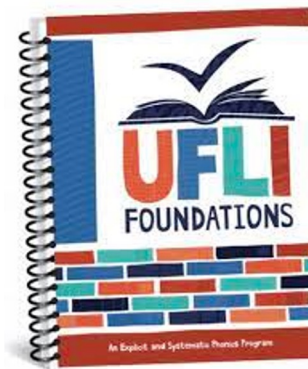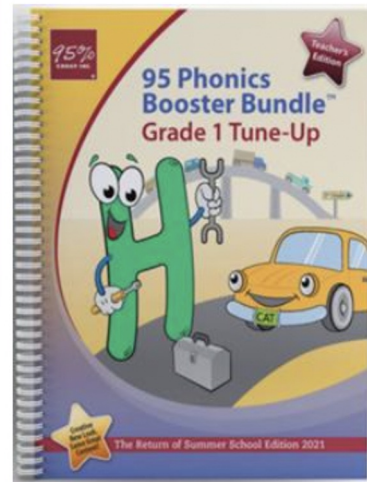
UFLI Foundations

Phonics for Reading

Everyone is empowered through literacy.

www.mycll.org