JRF Webinar! Three-Cueing System

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Agenda

- Introductions
- Overview of Reading Theory
  - Adams Model
  - Simple View/Scarborough's Rope
  - Ehri's Phases of Word Recognition
- Applying Reading Theory to Practice
  - Three-Cueing System - Why not?
  - What to do instead?
  - Metacognition: Cross Check and Self-Monitoring
- Questions and Comments

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Who We Are

The ***University of Florida Lastinger Center for Learning*** improves the quality of teaching, learning, and childcare. We research, develop, and scale educational innovations for adults and children that put all learners on trajectories for lifelong success.

The Reading League of Florida believes in a future where a collective focus on applying the science of reading through teacher and leader preparation, classroom application, and community engagement will elevate and transform every community, every nation, through the power of literacy.

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Session Focus

- Adams Model of the Reading Process
- Simple View of Reading
- Scarborough's Rope
- Ehri's Phases of Word Recognition Development
- Three-Cueing System - Helping Teachers Understand Why it Doesn't Work
- What do you do instead?
- Building Metacognition

What is the Science of Reading

The **Science of Reading** is the foundation of our work. It is a body of knowledge comprising 40+ years of interdisciplinary research on reading development, reading difficulties, reading instructional methods, and the content effective reading instruction.

Research includes fields of:

Neuroscience
Reading Education
Special Education
Cognitive Psychology
Developmental Psychology

What the Science of Reading Is NOT?

The Science of Reading is not:

- About reading wars;
- About teachers being wrong, but about improving practice based on evidence;
- A curriculum or specific program;
- Saying practices are “Science of Reading” that do not have an evidence base;
- A phonics only approach; or
- COMPLETE - we are continuing to learn and conduct research that will inform our practices.

As Literacy Leaders, We Want to Be in the Business of...

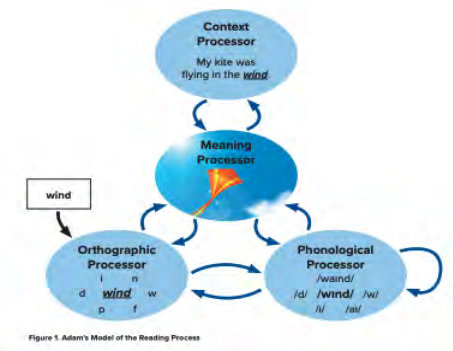
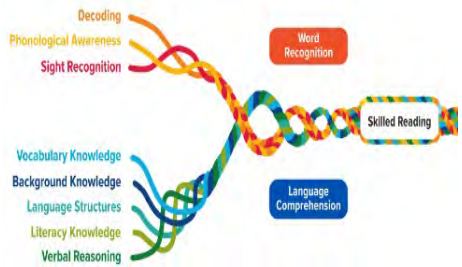
- Valuing ongoing professional development for ourselves and our teachers.
- Evolving our practices in light of new, empirically-sound, convincing bodies of evidence.
- Engaging with information that challenges our own preconceptions and ways of teaching and assessment.
- Resisting the urge to dismiss information instead of critically grappling with challenging topics.
- Getting comfortable in places of discomfort.
- **Publicly modeling shifts in practice based on new information**.

What does the science say about…?

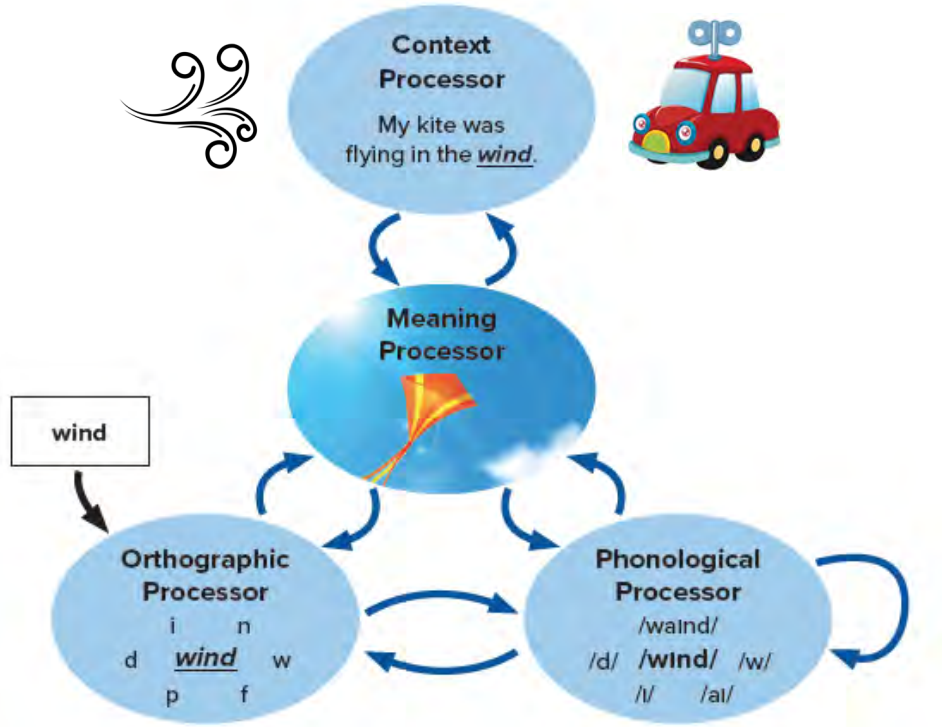
- The Three-Cueing System
- Texts (Decodable, Leveled, Authentic)
- Running Records
- Orthographic Mapping
- Set for Variability

What are you seeing and hearing in schools that gives you pause?

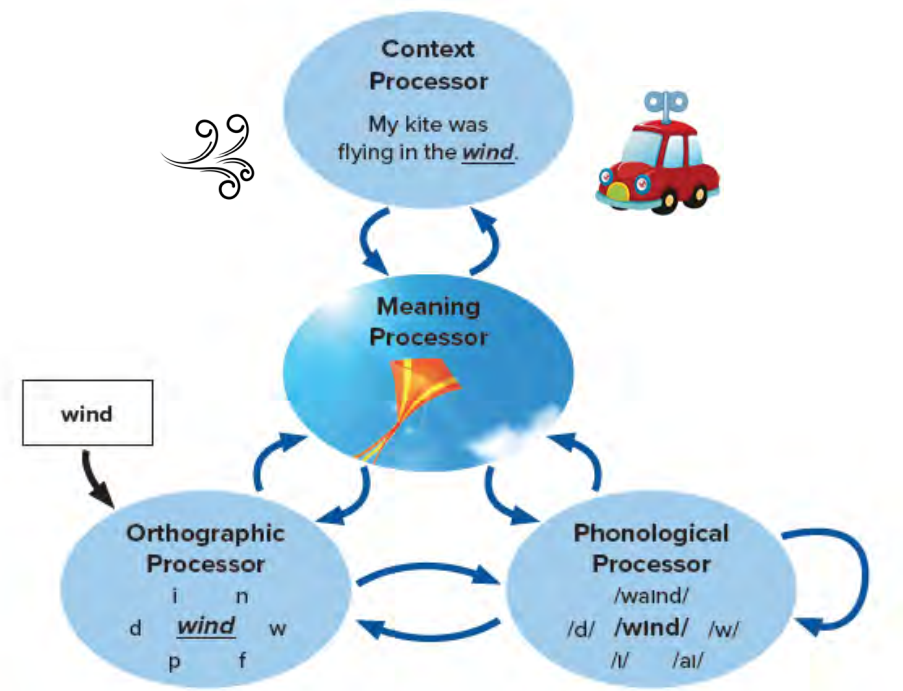
Connecting Reading Theory to Practice

Adams Model	Ehri's Phases	The Simple View of Reading/Scarborough's Rope
	• Pre-alphabetic Phase • Partial-alphabetic Phase • Full-alphabetic Phase • Consolidated Phase • Automatic Phase 	Decoding x Language Comprehension = Reading Comprehension 

Adams Model of the Reading Process



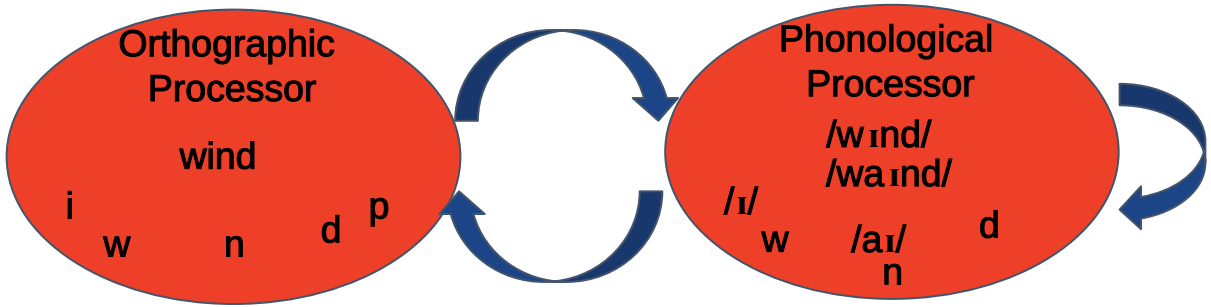
Adams Model of the Reading Process



1. The skilled reader enters the process by attending to the ***orthography***.
2. Through a process called orthographic mapping, the reader links the graphemes to their ***phonological*** representation.
3. Through ***phonological recoding***, the phonemes are reconstituted into the whole word.

Phonological Processor to Orthographic Processor

1. The phonological processor takes input from the orthographic processor.
2. It responds with pronunciations associated with the letter or letter combination.



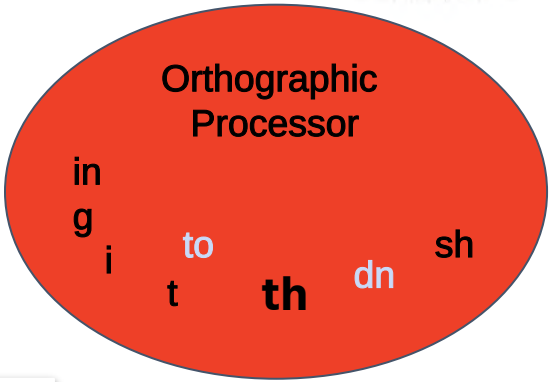
Orthographic Processing

- Consider the two interletter associations: ‘dr’ and ‘dn’
- Which of these letter combinations is common in English?

Words with ‘dr’			Words with ‘dn’
drag	drawl	hundred	midnight
draw	drain	hydroxy	endnote
drip	droplet	quadratic	kidney
drop	draft	address	redness
drank	drove	adrenal	kidnap
draft	drill	children	fondness
drawn	drier	laundry	elatedness

Orthographic Processing

- Interletter associations speed recognition of both regularly and irregularly spelled words.
- Letters frequently seen together and experienced by the reader helps consolidate the unit in memory.
- The letter ‘t’ is 50 times more likely to be followed by an ‘h’ than an ‘o’. Thus, **‘th’** is an orthographic unit that will speed the reading of words that contain that letter pattern.



Each processor is distinct from one another and is vulnerable to its own types of error and speed related failures and difficulties.

Ehri's Phases of Word Recognition Development

Pre-Alphabetic Phase → Partial Alphabetic Phase → Full Alphabetic Phase → Consolidated Alphabetic Phase → Automatic Phase





Ehri's Phases of Word Recognition Development

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Ehri's Phases of Word Recognition Development

Pre-alphabetic phase

- Visual cues (e.g., shape, logo)
- Semantic rather than phonological relationships
- Arbitrary rather than systematic connections

Pre-Alphabetic Phase → Partial Alphabetic Phase → Full Alphabetic Phase → Consolidated Alphabetic Phase → Automatic Phase

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Ehri's Phases of Word Recognition Development

Partial alphabetic phase

- Emerging use of grapheme-phoneme connections
  (phonetic cue reading)
- Connections are incomplete
- More reliable than visual cue reading
- Provides no way to read novel words in print

w = white

Child guesses after looking at first letter.

Pre-Alphabetic Phase → **Partial Alphabetic Phase** → Full Alphabetic Phase → Consolidated Alphabetic Phase → Automatic Phase

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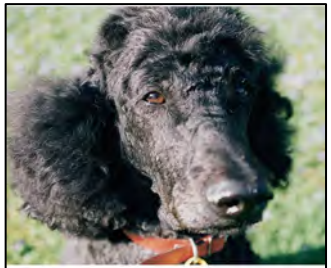
Ehri's Phases of Word Recognition Development

Full alphabetic phase

- Words are accessed through phonological recoding
- Graphemes are converted into phonological representations
- More reliable than phonetic cue reading



b + l + a + ck = *black*

Pre-Alphabetic Phase → Partial Alphabetic Phase → **Full Alphabetic Phase** → Consolidated Alphabetic Phase → Automatic Phase

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Ehri's Phases of Word Recognition Development

Consolidated alphabetic phase

- Multi-letter patterns are consolidated in memory
- Readers use chunks to decode, rather than individual phonemes
- Most mature form of reading

The new Boeing Dreamlifter is an enormous freighter.

e-nor-mous freighter

Pre-Alphabetic Phase → Partial Alphabetic Phase → Full Alphabetic Phase → **Consolidated Alphabetic Phase** → Automatic Phase

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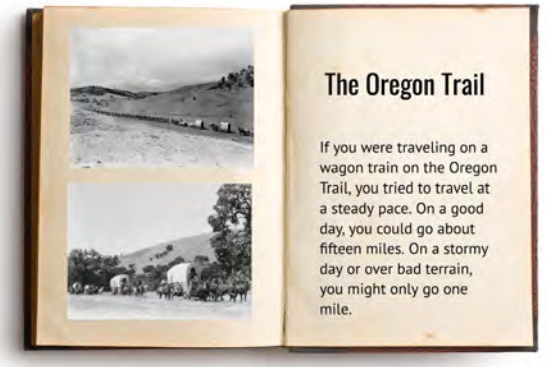
Ehri's Phases of Word Recognition Development

Automatic Phase

- Highly developed strategies
- Accurate, automatic decoding of unfamiliar words
- Use of multiple strategies (decoding, structural, contextual)



Pre-Alphabetic Phase → Partial Alphabetic Phase → Full Alphabetic Phase → Consolidated Alphabetic Phase → Automatic Phase

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Ehri's Phases of Word Recognition Development

Katie is able to decode monosyllabic words. She can blend and segment each sound in a word and uses the letters and sounds to decode.

Samuel is a kindergarten student who has had a lot of experience reading books at home. He looks at pictures in books and often guesses words based on the first letter of the word.

- Pre-Alphabetic Phase
- Partial Alphabetic Phase
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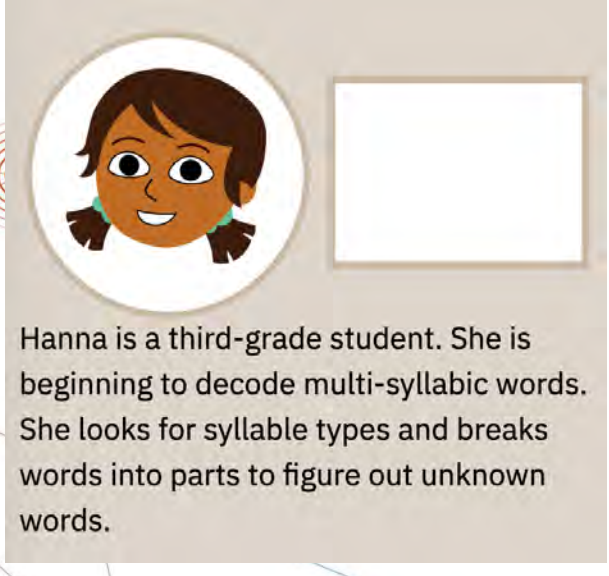
Ehri's Phases of Word Recognition Development



Hanna is a third-grade student. She is beginning to decode multi-syllabic words. She looks for syllable types and breaks words into parts to figure out unknown words.

Gabriel loves to read history books, particulary books about aviation. He is able to decipher long, multisyllabic words with ease. He uses morphology and structural analysis to pronounce words that are new to him.

- Pre-Alphabetic Phase
- Partial Alphabetic Phase
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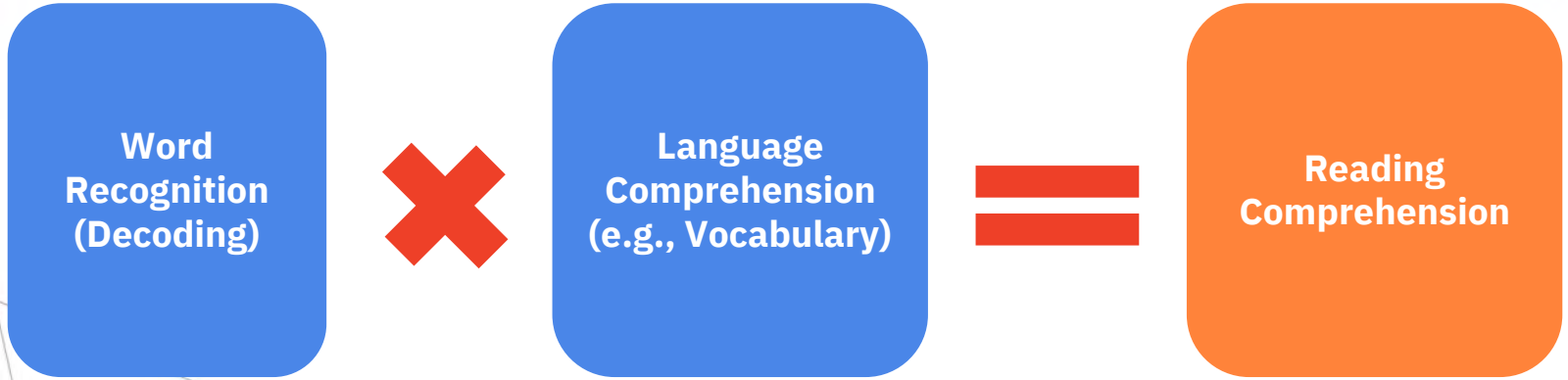
The Simple View of Reading



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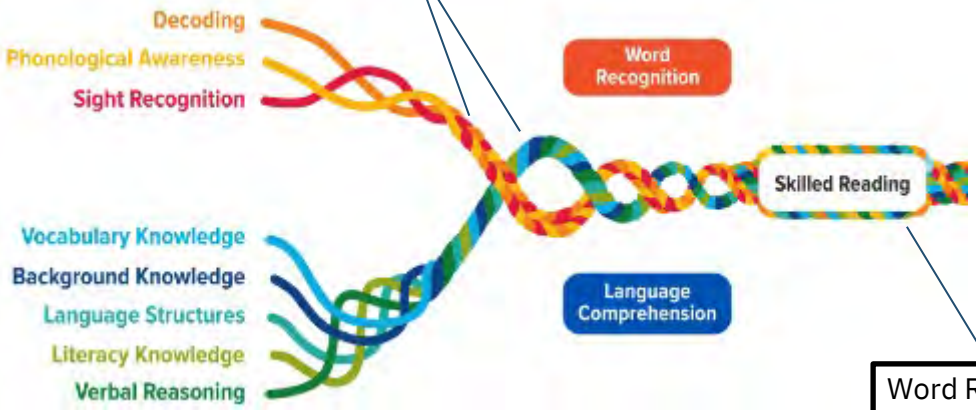
The Simple View is not that Simple!!

Children must learn all these skills independently to connect them together and become skilled readers.

The rope is made stronger by the individual strands.



Word Recognition ***and*** Language Comprehension are the two keys to unlocking *comprehension of text* and becoming a **Skilled Reader**.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

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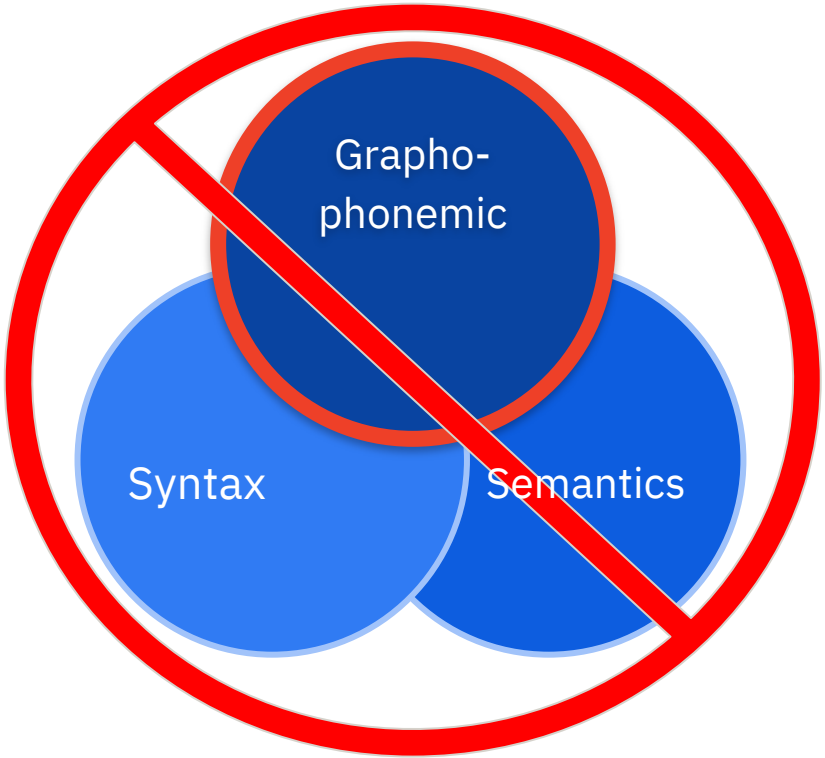
Why Don’t We Use the Three-Cueing System?

1. Reading begins with orthographic input—letters.
2. Orthographic input interacts with phonology.
3. If you look for other information you slow down the process and are less efficient in building your lexicon through orthographic mapping.



Isn’t there strong evidence to support the three-cueing model for word ID?

- In a word: **No.** Evidence has existed for more than 30 years that directly contradicts the model.
- Bruck (1988) reviewed research indicating that **rapid, context-free automatic decoding** characterizes skilled reading.
- Rayner and Pollatsek (1989) observed that it is only beginning and poor readers who use partial visual cues and predict words.
- Pressley (1998) summarized research at the time: “The scientific evidence is simply overwhelming that letter-sound cues are more important in recognizing words than either semantic or syntactic cues” (p. 16).
- “Word recognition processes in skilled readers are so automatic (via orthographic mapping) that they do not need to rely on contextual information.” (Stanovich, 1993)

Orthographic mapping and the role of context

- Landi (2006) found that "…children read more words accurately in context than in isolation during (a word learning trial); however, children had **better retention** for words learned **in isolation.** Furthermore, this benefit from learning in isolation was larger for less skilled readers."
- Teaching words in isolation appears to allow children to focus more intensively on the specific letter-sound connections than reading in context, leading to better retention **(better orthographic mapping)** of those words!
- This directly contradicts the role of sentence structure/syntactic information as an equal factor in word identification.
- This **certainly doesn't undermine** the importance of connected text reading as a key component of reading instruction.

Does it matter how the reading process is conceptualized?

Absolutely! Educators may not always realize it, but curriculum, assessment, and instructional strategies are driven by the underlying theory of reading development.

Turn and Talk: What are some underlying assumptions about reading development from this description of a lesson structure?

Components of a guided reading lesson (Lesley University, 2023):

1. The teacher assesses the instructional level of the students and forms a small, flexible group.
2. The teacher chooses a text at the students' instructional level.
3. The teacher introduces the text, calling attention to meaning, language structure, and print information.
4. The teacher interacts briefly with the students as they read out loud. If they need support, the teacher helps them develop a successful processing system.
5. The students read the whole text (or assigned portion) independently and then talk about the meaning.
6. After reading the text, the students discuss themes, ideas, and what they noticed about how the text was written.
7. The teacher selects one or two teaching points that will be helpful to the readers.
8. Students focus on word work for a few minutes (e.g. letter patterns, high-frequency words or taking words apart), which helps become flexible in their use of phonics skills.

Does it matter how the reading process is conceptualized?

Guided Reading (Lesley University, 2023):

The teacher:

- Assesses instructional level of the students to form small, flexible groups;
- Chooses a text at the students' instructional level;
- Introduces the text, calling attention to meaning, language structure, and print information; and
- Interacts briefly with the students as they read out loud. If they need support, the teacher helps them develop a successful processing system.

Small-group Instruction (Pullen, 2023):

The teacher:

- Assesses students reading skills (e.g., decoding, fluency of connected text) and forms small groups for targeted instruction;
- Selects text that provides students with opportunities to practice specific decoding skills, increase vocabulary knowledge, and practice fluent reading (not based on text level alone but considers text difficulty);
- Supports students as they read with increased opportunities to respond, corrective feedback and reinforcement; and
- Provides explicit decoding instruction and modeling of effective strategies when students are unable to read a word.

Does it matter how the reading process is conceptualized?

Components of a guided reading lesson (Lesley University, 2023):

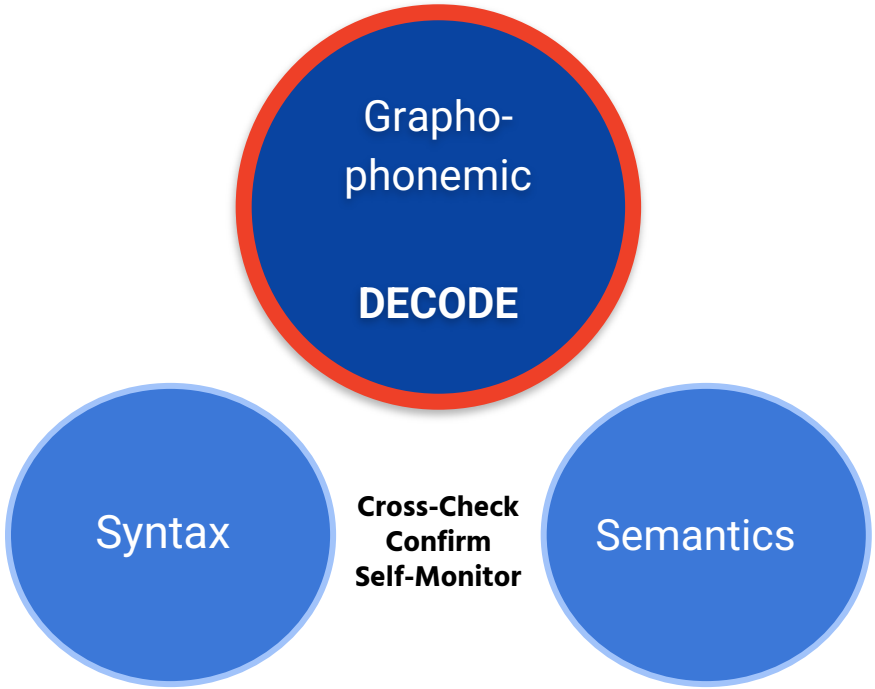
- The students read the whole text (or assigned portion) independently and then talk about the meaning.
- After reading the text, they discuss themes, ideas, and what they noticed about how the text was written.
- The teacher selects one or two teaching points that will be helpful to the readers.
- Students focus on word work for a few minutes (e.g. letter patterns, high-frequency words or taking words apart), which helps become flexible in their use of phonics skills.

Components of a small-group differentiated instruction (Pullen, 2023):

- Teacher administers a CBM and Observation of Reading Behavior in every lesson.
- Teacher provides explicit decoding and encoding instruction in every lesson linked to a core phonics program and student data (i.e., CBM and ORB).
- The teacher attends to language and comprehension through explicit text discussion and connecting reading and writing.

What to do Instead of the Three-Cueing System...

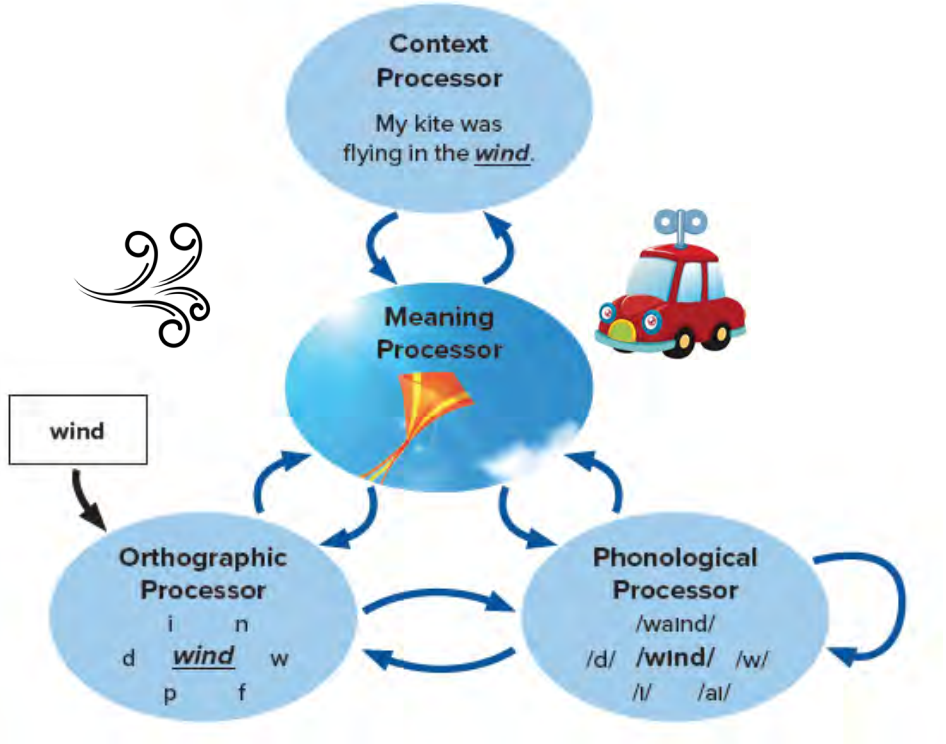
1. Direct students to decode words.
2. Use syntactic and semantic information to confirm decoding accuracy, cross-check.
3. Teach self-correction strategies explicitly.
4. Use meaning and context to confirm, self-check, and teach self-correction strategies.



Connecting Two Theories

How does orthographic processing change as students move through the phases of word reading ability?

Consider synthetic phonics versus analogy phonics.



Pre-Alphabetic Phase → Partial Alphabetic Phase → Full Alphabetic Phase → Consolidated Alphabetic Phase → Automatic Phase

Sort these common instructional strategies/expectations:

Effectively Facilitates Movement through Ehri's Phases

Inadvertently Increases Time at the Partial Alphabetic Phase

"Sight word" instruction through rote memorization of word lists

Prompt students to look at pictures to identify an unknown word

Phoneme-grapheme mapping/Elkonin boxes

Explicit blending instruction

Analogy phonics for beginning readers

Sort these common instructional strategies/expectations:

Effectively Facilitates Movement through Ehri's Phases

Inadvertently Increases Time at the Partial Alphabetic Phase

Using text that requires beginning readers to read multisyllable words

Synthetic phonics instruction

Primarily incidental, embedded phonics instruction

Sustained, silent reading for primary students/students with reading difficulties

Rainbow Writing

In the chat:

Which of the two categories do you think is the main driver of student progress through Ehri's phases?

Student-specific factors: Intelligence, socioeconomic status, language skill, access to books at home, motivation.

Instructional/curriculum factors: Amount of explicit instruction, opportunities to respond and receive feedback, knowledge of teacher, rate/pace of instruction, scope, sequencing, instructional materials, rigor, relevance.

Thank You! Contact Us to Learn More

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