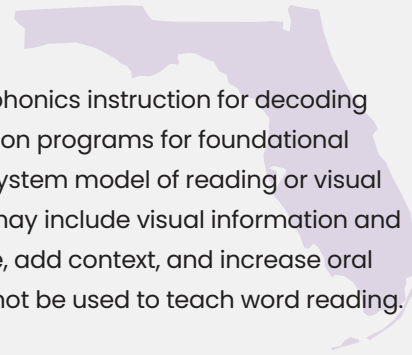


The Three-Cueing System and Florida Educators



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The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. The identified reading instructional and intervention programs for foundational skills may not include strategies that employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such programs may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.



What Is Being Taught?

According to an “Education Week” survey*, 75% of educators who teach early readers adhere to the “three-cueing” system in which students confronted by an unfamiliar word are prompted to look at context, pictures, and other clues beyond the letters of the word itself. As “Education Week” noted, this technique is not backed by science; rather, it is a method recommended for struggling readers, while “proficient readers attend to the letters.”


Although a majority of survey respondents stated they spent 20 to 30 minutes a day teaching phonics, “Education Week” brought up a troubling point: Teaching other methods in conjunction can actually work against phonics instruction.

While the current gap between education research and classroom practice is concerning, there is a way forward. One-third (33%) of teachers surveyed by “Education Week” reported incorporating what they learned from professional development into the classroom, with lower numbers of respondents pointing to other influences such as personal interactions with students, a school-implemented curriculum, their own research, and advice from colleagues.

Phonics Through Encoding and Decoding

Because strategies promoted by a single school or educator have the potential to greatly influence the school community as a whole, it is important to emphasize science-based education research in professional development sessions and high-quality instructional materials.

The good news is that effective, science-backed reading instruction models already exist—we simply need to put the right tools in teachers’ hands.

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*Source: <https://www.edweek.org/teaching-learning/data-how-reading-is-really-being-taught/2019/12>