1

00:00:07,710 --> 00:00:13,269

module two current approaches to reading

2

00:00:10,870 --> 00:00:17,079

instruction why many learners still

3

00:00:13,269 --> 00:00:20,949

struggle session 4 three cueing systems

4

00:00:17,079 --> 00:00:22,779

theory of reading hello this is David

5

00:00:20,949 --> 00:00:25,419

Kilpatrick your presenter for this

6

00:00:22,779 --> 00:00:27,550

series of webinars these webinars are

7

00:00:25,419 --> 00:00:30,399

based on 13 modules many of which have

8

00:00:27,550 --> 00:00:32,529

multiple sessions and as a result of

9

00:00:30,399 --> 00:00:34,690

these sessions participants should be

10

00:00:32,529 --> 00:00:37,000

able to learn more about the research on

11

00:00:34,690 --> 00:00:38,829

reading as it pertains to assessing

12

00:00:37,000 --> 00:00:42,160

preventing and overcoming reading

13

00:00:38,829 --> 00:00:46,120

difficulties we are working our way

14

00:00:42,160 --> 00:00:47,949

through module 2 and module 2 has five

15

00:00:46,120 --> 00:00:49,570

sessions and we are going to be doing

16

00:00:47,949 --> 00:00:53,620

the third session on the three cueing

17

00:00:49,570 --> 00:00:55,570

system theory of reading as a result of

18

00:00:53,620 --> 00:00:57,309

this session participants will be able

19

00:00:55,570 --> 00:01:00,159

to describe the popular three cueing

20

00:00:57,309 --> 00:01:02,379

systems model of reading and understand

21

00:01:00,159 --> 00:01:06,520

why it does not help close the gap for

22

00:01:02,379 --> 00:01:09,310

weak readers the three cueingsystems

23

00:01:06,520 --> 00:01:10,870

approach was developed in the 1960s and

24

00:01:09,310 --> 00:01:12,940

the developers called it the

25

00:01:10,870 --> 00:01:15,300

psycholinguistic guessing game because

26

00:01:12,940 --> 00:01:17,710

of its heavy emphasis on guessing

27

00:01:15,300 --> 00:01:20,260

combined with a classic sentence method

28

00:01:17,710 --> 00:01:21,790

of reading from the late 1800s it became

29

00:01:20,260 --> 00:01:23,440

whole language so whole language is

30

00:01:21,790 --> 00:01:25,390

really a combination of the sentence

31

00:01:23,440 --> 00:01:29,380

method of reading that was covered in

32

00:01:25,390 --> 00:01:31,570

earlier sessions and adding the three

33

00:01:29,380 --> 00:01:33,820

Cueing systems element from the 1960s

34

00:01:31,570 --> 00:01:36,220

and the three cueing systems approach

35

00:01:33,820 --> 00:01:38,230

has resisted making any major

36

00:01:36,220 --> 00:01:39,340

modifications despite thousands of

37

00:01:38,230 --> 00:01:42,990

scientific studies that have been

38

00:01:39,340 --> 00:01:42,990

conducted since it was first developed

39

00:01:43,020 --> 00:01:46,450

extensive evidence suggests that the

40

00:01:45,250 --> 00:01:48,430

three cueing system does not

41

00:01:46,450 --> 00:01:50,680

accurately describe how reading actually

42

00:01:48,430 --> 00:01:52,960

works the three cueing system makes

43

00:01:50,680 --> 00:01:55,690

various proposals about how skilled

44

00:01:52,960 --> 00:01:57,730

readers read and that has not been

45

00:01:55,690 --> 00:02:01,150

consistent with what scientists have

46

00:01:57,730 --> 00:02:03,460

found in the last few decades and it is

47

00:02:01,150 --> 00:02:06,070

continuously affirmed as a valid

48

00:02:03,460 --> 00:02:08,200

description of how reading works by its

49

00:02:06,070 --> 00:02:11,290

proponents despite the fact that the

50

00:02:08,200 --> 00:02:12,490

evidence suggests otherwise one thing

51

00:02:11,290 --> 00:02:14,760

that's very important when it comes to

52

00:02:12,490 --> 00:02:17,069

weaker readers is that there's no evidence

53

00:02:14,760 --> 00:02:19,319

that it helps weak readers catch up and

54

00:02:17,069 --> 00:02:21,540

stay caught up there's plenty of

55

00:02:19,319 --> 00:02:23,040

evidence that it does not contrary to

56

00:02:21,540 --> 00:02:25,500

what you might have heard or believed

57

00:02:23,040 --> 00:02:27,900

the three cueing systems is a very

58

00:02:25,500 --> 00:02:29,519

heavily research-based approach what I

59

00:02:27,900 --> 00:02:32,430

mean by research-based is that it has

60

00:02:29,519 --> 00:02:35,010

been incorporated into a variety of

61

00:02:32,430 --> 00:02:37,349

scientific studies as the control group

62

00:02:35,010 --> 00:02:39,569

we learned about four different

63

00:02:37,349 --> 00:02:41,280

approaches to teaching reading the

64

00:02:39,569 --> 00:02:43,560

phonic approach the linguistic approach

65

00:02:41,280 --> 00:02:44,670

the whole word approach and the three

66

00:02:43,560 --> 00:02:48,239

cueing systems or whole language

67

00:02:44,670 --> 00:02:50,069

approach and because the whole language

68

00:02:48,239 --> 00:02:52,769

and balanced instruction approach has

69

00:02:50,069 --> 00:02:54,720

been the most popular way of teaching

70

00:02:52,769 --> 00:02:56,519

reading over the last three decades when

71

00:02:54,720 --> 00:02:59,150

researchers come to do a research study

72

00:02:56,519 --> 00:03:02,040

and they go into a school the school's

73

00:02:59,150 --> 00:03:04,260

method of teaching becomes the control

74

00:03:02,040 --> 00:03:06,480

group so as a result it is quite

75

00:03:04,260 --> 00:03:08,450

arguable that the three killing systems

76

00:03:06,480 --> 00:03:11,099

whole language approach teaching reading

77

00:03:08,450 --> 00:03:13,890

has found its way into more research

78

00:03:11,099 --> 00:03:16,019

studies than any other of those classic

79

00:03:13,890 --> 00:03:18,150

approaches and what's interesting is

80

00:03:16,019 --> 00:03:21,599

that consistently across all those

81

00:03:18,150 --> 00:03:26,370

studies it has weaker results than any

82

00:03:21,599 --> 00:03:28,799

of the other three the three cueing

83

00:03:26,370 --> 00:03:31,079

systems approach affirms that there are

84

00:03:28,799 --> 00:03:34,200

three different systems of cues that

85

00:03:31,079 --> 00:03:37,230

operate simultaneously and interactively

86

00:03:34,200 --> 00:03:39,150

that allow children to properly gain

87

00:03:37,230 --> 00:03:42,150

meaning from print the first and

88

00:03:39,150 --> 00:03:45,030

foremost is that of context skilled

89

00:03:42,150 --> 00:03:47,519

readers are said to recognize words

90

00:03:45,030 --> 00:03:49,560

better in context than outside of

91

00:03:47,519 --> 00:03:52,049

context and therefore they use context

92

00:03:49,560 --> 00:03:54,660

when they read but the reality of

93

00:03:52,049 --> 00:03:57,030

skilled readers don't require context to

94

00:03:54,660 --> 00:03:58,799

read the words that they know skilled

95

00:03:57,030 --> 00:04:00,989

readers come to the task with a very

96

00:03:58,799 --> 00:04:04,199

large and ever-expanding orthographic

97

00:04:00,989 --> 00:04:06,359

lexicon or sight vocabulary so they do

98

00:04:04,199 --> 00:04:08,579

not require context to figure out words

99

00:04:06,359 --> 00:04:10,319

in fact hand skilled readers a list of

100

00:04:08,579 --> 00:04:12,449

words with no context and they can read

101

00:04:10,319 --> 00:04:15,389

it quickly and automatically that's not

102

00:04:12,449 --> 00:04:17,940

something weak readers can do rather

103

00:04:15,389 --> 00:04:19,650

poor readers have a smaller sight

104

00:04:17,940 --> 00:04:23,099

vocabulary or smaller orthographic

105

00:04:19,650 --> 00:04:25,500

lexicon and as a result they have to use

106

00:04:23,099 --> 00:04:27,090

context and try to figure out words and

107

00:04:25,500 --> 00:04:27,810

they tend not to be good at phonic

108

00:04:27,090 --> 00:04:29,580

decoding

109

00:04:27,810 --> 00:04:31,950

so what's left if you don't know the

110

00:04:29,580 --> 00:04:34,470

words in the text and you can't sound

111

00:04:31,950 --> 00:04:36,270

them out context is your backup system

112

00:04:34,470 --> 00:04:39,000

so I think it's important to point out

113

00:04:36,270 --> 00:04:41,130

that many studies have shown that heavy

114

00:04:39,000 --> 00:04:43,410

reliance on context for reading is a

115

00:04:41,130 --> 00:04:46,020

poor reader skill not a skilled reader

116

00:04:43,410 --> 00:04:47,460

skill so skilled readers will certainly

117

00:04:46,020 --> 00:04:49,889

use context as backup

118

00:04:47,460 --> 00:04:53,790

now it's important to point out the

119

00:04:49,889 --> 00:04:56,340

context is essential for meaning so what

120

00:04:53,790 --> 00:04:59,070

does the word ring mean or the word

121

00:04:56,340 --> 00:05:01,919

match we don't know until you put it in

122

00:04:59,070 --> 00:05:05,070

a context because they can mean multiple

123

00:05:01,919 --> 00:05:06,510

things but the reality is when you see

124

00:05:05,070 --> 00:05:08,360

the word ring and you see the word match

125

00:05:06,510 --> 00:05:10,980

they jump out at you instantly

126

00:05:08,360 --> 00:05:12,780

you don't need context to identify the

127

00:05:10,980 --> 00:05:14,970

word you only need context to understand

128

00:05:12,780 --> 00:05:16,980

the meaning in words that have more than

129

00:05:14,970 --> 00:05:20,100

one meaning the only words that require

130

00:05:16,980 --> 00:05:23,040

context to properly identify our what

131

00:05:20,100 --> 00:05:25,260

are called homographs those are words

132

00:05:23,040 --> 00:05:26,639

that are written the same way but

133

00:05:25,260 --> 00:05:30,780

they're pronounced differently like lead

134

00:05:26,639 --> 00:05:33,720

and lead read and read present and

135

00:05:30,780 --> 00:05:36,660

present however I would guess that they

136

00:05:33,720 --> 00:05:38,490

make up probably less than 1/2 of 1% of

137

00:05:36,660 --> 00:05:40,590

all the words in English and we don't

138

00:05:38,490 --> 00:05:44,070

want to build a theory around 1/2 of 1%

139

00:05:40,590 --> 00:05:45,930

of the words we read the second cue and

140

00:05:44,070 --> 00:05:47,669

the 3 cueing systems is grammatical

141

00:05:45,930 --> 00:05:49,350

and linguistic and syntactic skills

142

00:05:47,669 --> 00:05:51,450

syntax of course has to do with word

143

00:05:49,350 --> 00:05:54,060

order grammar has to do with a number of

144

00:05:51,450 --> 00:05:56,220

features of language functioning the

145

00:05:54,060 --> 00:05:58,110

reality is without proper grammatical or

146

00:05:56,220 --> 00:05:59,760

syntactical understanding we can't

147

00:05:58,110 --> 00:06:02,700

understand language so it's very

148

00:05:59,760 --> 00:06:04,410

important for meaning however even

149

00:06:02,700 --> 00:06:07,229

though grammar and syntactical knowledge

150

00:06:04,410 --> 00:06:09,000

is important for meaning it has very

151

00:06:07,229 --> 00:06:11,180

little interaction with actual word

152

00:06:09,000 --> 00:06:13,560

reading skills the correlation between

153

00:06:11,180 --> 00:06:16,380

grammatical and syntactical skills and

154

00:06:13,560 --> 00:06:17,760

word reading is very very low so this is

155

00:06:16,380 --> 00:06:20,039

rather interesting that one of the three

156

00:06:17,760 --> 00:06:22,580

cues of the three cueing system doesn't

157

00:06:20,039 --> 00:06:25,919

even interact with word level reading

158

00:06:22,580 --> 00:06:27,390

 grapho-phonic cues are considered

159

00:06:25,919 --> 00:06:29,880

to be a backup in the three cueing

160

00:06:27,390 --> 00:06:32,789

systems but the reality is skilled

161

00:06:29,880 --> 00:06:35,970

readers make good use of sounding out

162

00:06:32,789 --> 00:06:37,470

unfamiliar words the most common words

163

00:06:35,970 --> 00:06:41,220

in English often referred to as the

164

00:06:37,470 --> 00:06:43,590

Dolch words nearly 40 to 50 % of them

165

00:06:41,220 --> 00:06:45,960

are phonically irregular but once you get

166

00:06:43,590 --> 00:06:48,480

outside those Dolch words it turns out

167

00:06:45,960 --> 00:06:51,810

that about 80% of single syllable words

168

00:06:48,480 --> 00:06:54,120

are phonically regular and students who

169

00:06:51,810 --> 00:06:55,620

are sounding out words even if they

170

00:06:54,120 --> 00:06:57,320

don't get it precisely right they can

171

00:06:55,620 --> 00:06:59,670

use something called set for variability

172

00:06:57,320 --> 00:07:01,350

any teacher has experienced this before

173

00:06:59,670 --> 00:07:03,540

but they may not know the term set for

174

00:07:01,350 --> 00:07:05,310

varibility but that's a situation

175

00:07:03,540 --> 00:07:07,380

where a child starts sounding out a word

176

00:07:05,310 --> 00:07:09,450

and they're sounding out is quite

177

00:07:07,380 --> 00:07:12,900

inaccurate but then suddenly the actual

178

00:07:09,450 --> 00:07:14,430

word pops to their mind children that

179

00:07:12,900 --> 00:07:16,470

are strong in verbal skills are good

180

00:07:14,430 --> 00:07:18,570

with set for variability children with

181

00:07:16,470 --> 00:07:20,610

weaker verbal skills are not quite so

182

00:07:18,570 --> 00:07:22,350

good with set for variability but the

183

00:07:20,610 --> 00:07:25,590

reality is as long as you get a close

184

00:07:22,350 --> 00:07:28,440

phonetic approximate you're able to

185

00:07:25,590 --> 00:07:31,620

determine the word especially in a

186

00:07:28,440 --> 00:07:33,210

context nobody promoting letter-sound

187

00:07:31,620 --> 00:07:35,190

knowledge or a phonic approach would

188

00:07:33,210 --> 00:07:38,400

ever say that you don't ever use context

189

00:07:35,190 --> 00:07:41,040

context becomes the backup so it turns

190

00:07:38,400 --> 00:07:43,770

out that phonic decoding is the primary

191

00:07:41,040 --> 00:07:46,110

way that skilled readers approach

192

00:07:43,770 --> 00:07:48,390

unfamiliar words and context as a backup

193

00:07:46,110 --> 00:07:50,430

and that's the exact opposite that is

194

00:07:48,390 --> 00:07:54,870

proposed by the three cueing systems

195

00:07:50,430 --> 00:07:56,970

approach poor readers who aren't good at

196

00:07:54,870 --> 00:07:59,430

sounding out words they have to rely

197

00:07:56,970 --> 00:08:01,860

upon guessing children who rely more on

198

00:07:59,430 --> 00:08:04,140

contextual cues and phonic cues are

199

00:08:01,860 --> 00:08:06,300

typically the weakest readers and the

200

00:08:04,140 --> 00:08:08,190

most skilled readers tend to rely

201

00:08:06,300 --> 00:08:10,860

primarily on phonic cues and use

202

00:08:08,190 --> 00:08:12,930

contextual cues as a backup some

203

00:08:10,860 --> 00:08:15,390

researchers have pointed out that the

204

00:08:12,930 --> 00:08:18,720

three cueing systems approach trains

205

00:08:15,390 --> 00:08:21,479

all students to function the way weak

206

00:08:18,720 --> 00:08:23,130

readers function weak readers are not

207

00:08:21,479 --> 00:08:25,020

good at sounding out words and they

208

00:08:23,130 --> 00:08:27,270

don't have a large data bank of words

209

00:08:25,020 --> 00:08:30,540

that jump out at them to help them read

210

00:08:27,270 --> 00:08:33,060

as a result they rely heavily on context

211

00:08:30,540 --> 00:08:35,880

and when we teach all kids to function

212

00:08:33,060 --> 00:08:37,610

like poor readers most children are able

213

00:08:35,880 --> 00:08:39,810

to survive that form of instruction

214

00:08:37,610 --> 00:08:42,990

because as mentioned in an earlier

215

00:08:39,810 --> 00:08:44,940

session even if you do not directly

216

00:08:42,990 --> 00:08:46,560

train the letter sound skills about

217

00:08:44,940 --> 00:08:48,270

two-thirds of children will figure it

218

00:08:46,560 --> 00:08:49,530

out on their own they will quickly

219

00:08:48,270 --> 00:08:51,600

realize that that's a much more

220

00:08:49,530 --> 00:08:53,190

effective and reliable approach to

221

00:08:51,600 --> 00:08:54,040

figuring out new words compared to

222

00:08:53,190 --> 00:08:56,800

context

223

00:08:54,040 --> 00:08:58,750

so in that case if children are becoming

224

00:08:56,800 --> 00:09:00,400

good readers they are becoming good

225

00:08:58,750 --> 00:09:03,400

readers in spite of the instruction not

226

00:09:00,400 --> 00:09:05,770

because of the instruction the problem

227

00:09:03,400 --> 00:09:07,390

is that weak readers they use these

228

00:09:05,770 --> 00:09:09,460

approaches that come naturally to them

229

00:09:07,390 --> 00:09:11,530

and those approaches are reinforced in

230

00:09:09,460 --> 00:09:13,420

the three cueing systems approach how

231

00:09:11,530 --> 00:09:16,330

do they in a sense pull themselves up by

232

00:09:13,420 --> 00:09:18,100

their own bootstraps if they lack a

233

00:09:16,330 --> 00:09:19,390

large sight vocabulary they don't

234

00:09:18,100 --> 00:09:21,880

remember the words they read if they

235

00:09:19,390 --> 00:09:24,010

lack good phonics skills then how are

236

00:09:21,880 --> 00:09:26,350

they to build those skills those are two

237

00:09:24,010 --> 00:09:28,480

skills that are hallmarks of good

238

00:09:26,350 --> 00:09:30,910

readers good readers have a large and

239

00:09:28,480 --> 00:09:32,530

ever-expanding orthographic lexicon or

240

00:09:30,910 --> 00:09:34,750

sight vocabulary and they're good at

241

00:09:32,530 --> 00:09:36,510

sounding out unfamiliar words weak

242

00:09:34,750 --> 00:09:39,100

readers are not good at either of those

243

00:09:36,510 --> 00:09:41,500

so how do weak readers become like

244

00:09:39,100 --> 00:09:43,090

skilled readers if they are taught the

245

00:09:41,500 --> 00:09:45,430

types of approaches that come naturally

246

00:09:43,090 --> 00:09:50,470

to them rather than the approaches that

247

00:09:45,430 --> 00:09:52,480

are used by skilled readers to sum up

248

00:09:50,470 --> 00:09:54,640

the three cueing systems approach has

249

00:09:52,480 --> 00:09:56,770

had a huge influence on reading

250

00:09:54,640 --> 00:09:58,210

instruction over the last few decades it

251

00:09:56,770 --> 00:10:00,190

reflects a theory of reading that was

252

00:09:58,210 --> 00:10:02,080

developed in the 1960s but has not

253

00:10:00,190 --> 00:10:04,870

interacted with scientific findings

254

00:10:02,080 --> 00:10:06,970

since then despite the fact that it

255

00:10:04,870 --> 00:10:09,400

doesn't give an accurate reflection of

256

00:10:06,970 --> 00:10:11,620

how skilled readers read it is

257

00:10:09,400 --> 00:10:14,700

continually affirmed as being an

258

00:10:11,620 --> 00:10:16,870

accurate description of skilled reading

259

00:10:14,700 --> 00:10:18,820

studies on the effectiveness of the

260

00:10:16,870 --> 00:10:21,760

three cueing approach consistently show

261

00:10:18,820 --> 00:10:24,700

that it does not have strong or adequate

262

00:10:21,760 --> 00:10:26,410

long-term benefit some of the tutoring

263

00:10:24,700 --> 00:10:28,720

programs that are based on the three

264

00:10:26,410 --> 00:10:31,570

cueing systems approach may prop kids

265

00:10:28,720 --> 00:10:33,850

up get them approximately close to grade

266

00:10:31,570 --> 00:10:36,790

level but when researchers come back six

267

00:10:33,850 --> 00:10:39,400

months a year later that those results

268

00:10:36,790 --> 00:10:42,250

tend to have washed out we really do not

269

00:10:39,400 --> 00:10:43,960

have any substantial evidence that shows

270

00:10:42,250 --> 00:10:46,660

that the three cueing systems approach

271

00:10:43,960 --> 00:10:50,530

helps close the gap between weak readers

272

00:10:46,660 --> 00:10:52,780

and their typically developing peers if

273

00:10:50,530 --> 00:10:54,760

you find yourself in a conversation with

274

00:10:52,780 --> 00:10:57,450

a colleague who insists upon the three

275

00:10:54,760 --> 00:11:00,430

cueing systems approach what might you

276

00:10:57,450 --> 00:11:02,140

say to that person to explain why it

277

00:11:00,430 --> 00:11:05,400

really doesn't seem to work well with

278

00:11:02,140 --> 00:11:05,400

struggling readers

279

00:11:07,579 --> 00:11:11,970

in the next session we're going to talk

280

00:11:10,050 --> 00:11:14,779

about phonics its various strengths and

281

00:11:11,970 --> 00:11:14,779

its limitations