The Three Cueing Systems

Sample Questions, Instructional Strategies and Examples of MSV Cues

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## The Three Cueing Systems

<table>
<thead>
<tr>
<th>What is it?</th>
<th><strong>Meaning</strong> (Semantic)</th>
<th><strong>Structure</strong> (Syntactic)</th>
<th><strong>Visual</strong> (Graphophonic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it make sense?</td>
<td>- making sense of text and relaying meaningful connections</td>
<td>- making sense of the actual words in the sentences</td>
<td>- breaking words down into letters, sounds, syllables, prefixes, chunks, etc.</td>
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<tr>
<td>- context clues found in the text and/or background knowledge (comes from the students own experiences)</td>
<td>- structural cues come from the students knowledge of correct oral language structures</td>
<td>- visual cues come from students developing knowledge of letter/sound relationships and of how letters are formed</td>
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<tr>
<td>Does it sound right?</td>
<td>- the way in which language is put together into sentences, phrases, paragraphs, etc.</td>
<td>- what letters and words look like</td>
<td>- often identified as sounding out words</td>
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<thead>
<tr>
<th>Instructional Ideas</th>
<th>Meaning (Semantic)</th>
<th>Structure (Syntactic)</th>
<th>Visual (Graphophononic)</th>
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</thead>
<tbody>
<tr>
<td>Teachers need to teach genres, or nature of text forms, purpose for reading, does the word fit, what information do the illustrations provide and what has happened so far.</td>
<td>Teaching suggestions are to model more complex sentence structures and sentence reconstruction with familiar stories.</td>
<td>Do the sounds and the words I am reading match the words on the page (phonological awareness cueing system)</td>
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<tr>
<td>- vocabulary lists</td>
<td>- cut up sentences</td>
<td>- making big words</td>
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<td>- oral predicting</td>
<td>- guess the covered word</td>
<td>- month by month phonics</td>
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<td>- story line prompts</td>
<td>- natural language</td>
<td>- word sorts</td>
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<tr>
<td>- prior knowledge</td>
<td>- knowledge of English</td>
<td>- word analogies</td>
<td></td>
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<td>- pictures</td>
<td></td>
<td>- sounds and symbols</td>
<td></td>
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<td>- connections</td>
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<td>- capitalization</td>
<td></td>
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<tr>
<td>- webs</td>
<td></td>
<td>- punctuation</td>
<td></td>
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<td>- graphic organizers</td>
<td></td>
<td>- directionality</td>
<td></td>
</tr>
<tr>
<td>- context clues, pictures, text</td>
<td></td>
<td>- word and spaces</td>
<td></td>
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<tr>
<td>- reading the room</td>
<td></td>
<td>- beginnings and endings</td>
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<td>- “how to choose a book”</td>
<td></td>
<td>- word families</td>
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<td>- KWLS</td>
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<td>- root words</td>
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<td>- anticipation guides</td>
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<td>- syllables</td>
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<td></td>
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<td>- prefixes and suffixes</td>
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<td>- magnetic letters</td>
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Sample Questions and Prompts to Promote Students’ Use of the Three Cueing Systems

<table>
<thead>
<tr>
<th>Questions &amp; Prompts</th>
<th>Meaning (Semantic)</th>
<th>Structure (Syntactic)</th>
<th>Visual (Graphophonic)</th>
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<tr>
<td>- What do we know about this topic already?</td>
<td>- When I covered up this word in the text, how did you know what word would be appropriate?</td>
<td>- What were the rhyming words in this story?</td>
<td>- What sound does that letter (or combination of letters) make?</td>
</tr>
<tr>
<td>- What do we need to know?</td>
<td>- When I was reading and left out a word, how did you now what word was in the text?</td>
<td>- What would do you see within that bigger word? (prompt students to look for the root word in a word with a prefix or a suffix, or for the two words that make up a compound word.)</td>
<td>- What other words start with that letter and would fit into this sentence?</td>
</tr>
<tr>
<td>- What would help us understand this text?</td>
<td>- Have you hear that phrase/language (e.g. Once upon a time ... ) before?</td>
<td>- What is the first letter (or last letter) of the word?</td>
<td></td>
</tr>
<tr>
<td>- Why are we reading this book?</td>
<td></td>
<td>- What sound does that letter (or combination of letters) make?</td>
<td>- What other words start with that letter and would fit into this sentence?</td>
</tr>
<tr>
<td>- What other books have we read on this topic?</td>
<td></td>
<td>- What sound does that letter (or combination of letters) make?</td>
<td>- What other words start with that letter and would fit into this sentence?</td>
</tr>
<tr>
<td>- What is going to happen next?</td>
<td>- What could have happened before this story? What could happen after?</td>
<td>- What sound does that letter (or combination of letters) make?</td>
<td>- What other words start with that letter and would fit into this sentence?</td>
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<td>- What predictions can you make about this text?</td>
<td>- Show where in the text it says that. Show where the author indicated that.</td>
<td>- What sound does that letter (or combination of letters) make?</td>
<td>- What other words start with that letter and would fit into this sentence?</td>
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<td>- What could have happened before this story? What could happen after?</td>
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<td>- What sound does that letter (or combination of letters) make?</td>
<td>- What other words start with that letter and would fit into this sentence?</td>
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<td>If a student is relying primarily on meaning, it will be beneficial to support her reading strategies that promote looking at letters and sounds.</td>
<td>If a reader is relying primarily on structure, it will be beneficial to support her reading with strategies that promote meaning and visual cues.</td>
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## Examples of MSV Cues

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<th>Meaning (MEANING)</th>
<th>Structure (STRUCTURAL)</th>
<th>Visual (VISUAL)</th>
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| An example of a reader using MEANING cue,  
<purring></p>  
The small cat was sitting <i>quietly</i> by the window. | An example of a reader NOT using a meaning cue,  
<i>quetty</i>  
The small cat was sitting <i>quietly</i> by the window. | An example of a reader using VISUAL cue,  
<i>smell</i>  
The <b>small</b> cat was sitting quietly by the window. | An example of a reader NOT using a visual cue,  
<i>lettle</i>  
The <b>small</b> cat was sitting quietly by the window. |

In this example, the substitution of purring for quietly made sense to the reader, especially considering her personal experience and interest in cats. The reader may have also recently read another book about cats where the cat purred.

In this example, the substitution of quetty for quietly does not make sense. Not only is quetty no word but the rest of the sentence doesn’t make sense as a result of the error. Meaning was not used on the word or sentence level in this example.

In this example, the substitution of standing for sitting follows the rules of language, and does not present a grammatical problem.

In this example, the substitution of sat for sitting creates a grammatical error and does not follow the rules of language.

In this example, the substitution of smell for small shows that the reader used the beginning blend as well as the middle consonant L, possibly recognizing the double L pattern in the word smell.

In this example, the substitution of little for small indicates that the cues for the letters were not used. Neither the beginning, end or chunk within the word is similar visually.