

## The Three Cueing Systems

	<b>Meaning (Semantic)</b>	<b>Structure (Syntactic)</b>	<b>Visual (Graphophonic)</b>
Instructional Ideas	<p>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.</p> <ul style="list-style-type: none"> <li>- vocabulary lists</li> <li>- oral predicting</li> <li>- story line prompts</li> <li>- prior knowledge</li> <li>- pictures</li> <li>- connections</li> <li>- webs</li> <li>- graphic organizers</li> <li>- context clues, pictures, text</li> <li>- reading the room</li> <li>- "how to choose a book"</li> <li>- KWL</li> <li>- anticipation guides</li> </ul>	<p>Teaching suggestions are to model more complex sentence structures and sentence reconstruction with familiar stories.</p> <p>Behaviours that capitalize on structure; reading ahead, and re-reading</p> <ul style="list-style-type: none"> <li>-cut up sentences</li> <li>-guess the covered word</li> <li>-natural language</li> <li>-knowledge of English</li> </ul>	<p>Do the sounds and the words I am reading match the words on the page (phonological awareness cueing system)</p> <ul style="list-style-type: none"> <li>- making big words</li> <li>- month by month phonics</li> <li>- word sorts</li> <li>- word analogies</li> <li>- sounds and symbols</li> <li>- capitalization</li> <li>- punctuation</li> <li>- directionality</li> <li>- word and spaces</li> <li>- beginnings and endings</li> <li>- word families</li> <li>- root words</li> <li>- syllables</li> <li>- prefixes and suffixes</li> <li>- magnetic letters</li> </ul>