

Senator Gulick, Senator Hashim, Senator Weeks, and Senator Williams,

My name is Charlene Webster, and I am a resident of Arlington, VT. As a literacy specialist. I have been closely following bill S. 204. I strongly encourage the language that bans the 3 cueing, or guess the word method, to be put back into bill S. 204. 3-cueing is a heavily researched method that has proven to not only be ineffective but is also damaging to children learning to read. We know that it continues to be used in many Vermont classrooms.

There is much evidence on reasons not to use the 3-cueing method. For example, in the AOE literacy Module 1 Lesson 2: What Does Research Say About Reading? Louisa Moats article Teaching Reading is Rocket Science (Moats 2020), addresses the 3 cueing method:

“Children—particularly those who are not strong readers—are routinely subjected to teaching practices that have not been shown to be effective for children like themselves. These include teaching students to rely on context, pictures, and guesswork to decipher new words, instead of decoding the sound-symbol relationships.” (page 20)

Another article in the same module reports on 3 cueing as such:

Six Reasons to Use the Science of Reading in Schools” (Buckingham, 2020)

2. “The ability to read words accurately is the foundation of reading. Good readers do not **“sample” from text, using contextual cues to predict words they read.** Good readers read individual words accurately and automatically” (Kilpatrick, 2015)

This is the 3-cueing method. It has been debunked as a reliable strategy for years. Much like teaching reading, I am hoping the bill’s language could be more direct and explicit banning 3 cueing in our schools. I encourage you to keep the explicit language banning 3 cueing in bill S. 204.

Thank you for your consideration.

Charlene Webster, MS Ed