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A BILL
TO BE ENTITLED
AN ACT

Relating to public K-12 education; to prohibit the use of the three-cueing system of educational instruction in the curriculum.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. It is the intent of this Legislature to require public K-12 schools to ensure that certain textbooks and instructional materials are not used in reading instruction; to provide for related matters concerning practices, interventions, and curricula that are based on the science of reading; and to prohibit the use of curricula that employ the three-cueing system model of teaching students to read. It shall additionally be the intent of this body to establish criteria for core curricula, interventions, instructional materials, and supplemental materials for each educator preparation program.

Section 2. For the purposes of this act, the following terms have the following meanings:

- (1) BOARD. The State Board of Education
- (2) DEPARTMENT. The State Department of Education
- (3) EDUCATOR PREPARATION PROGRAM. Any state-approved



29 program that prepares an individual for licensure as an
30 elementary teacher, school leader, or other school personnel,
31 including state-approved alternative teacher education
32 preparation organizations.

33 (4) INSTRUCTIONAL MATERIALS. The core curricular
34 programs and materials, intervention programs and materials,
35 instructional programs, supplemental programs and materials,
36 textbooks, texts, lessons, and sequence of planned experiences
37 delivered to all students to achieve grade-level state
38 standards.

39 (5) SCIENCE OF READING. The large body of evidence that
40 informs how proficient reading and writing develop; why some
41 have difficulty; and how to most effectively assess and teach
42 and, therefore, improve student outcomes through prevention of
43 and intervention for reading difficulties.

44 (6) THREE-CUEING SYSTEM. Any model of teaching students
45 to read based on meaning, structure and syntax, and visual
46 cues, which may also be known as MSV.

47 Section 3. (a) All reading instructional materials
48 approved for use in Alabama schools, whether through the
49 textbook law or a local textbook review process as provided in
50 Chapter 36 of Title 16, Code of Alabama 1975, the Alabama
51 Literacy Act as provided in Chapter 6G of Title 16, Code of
52 Alabama 1975, or other vetting or selection process, shall
53 utilize structured literacy strategies for teaching word
54 reading and phonics instruction for decoding and encoding.
55 Instructional strategies may not employ the three-cueing
56 system model of reading or visual memory as a basis for



57 teaching word reading. The instruction may include visual
58 information and strategies which improve background and
59 experiential knowledge, add context, and increase oral
60 language and vocabulary to support comprehension, but may not
61 be used to teach word reading. This prohibition is specific to
62 the teaching of foundational reading skills and should not be
63 construed to impact the teaching of background knowledge and
64 vocabulary as connected to the language comprehension side of
65 Scarborough's Reading Rope.

66 (b) Beginning with the 2024-2025 school year, if the
67 board determines that a local board of education has violated
68 subsection (a), the board shall notify the local board of
69 education of that violation.

70 (c) The board shall adopt rules pursuant to this act to
71 establish criteria for any materials used to prepare teacher
72 candidates to teach reading, including course textbooks, for
73 each educator preparation program. The rules shall require
74 instructional strategies that are scientifically researched
75 and evidence-based reading instructional strategies that
76 improve reading performance for all students, including
77 explicit, systematic, and sequential approaches to teaching
78 oral language, phonemic awareness, phonics, vocabulary,
79 fluency, text comprehension, writing that includes encoding,
80 and multisensory strategies. Instructional strategies shall
81 not include visual memory, in lieu of teaching decoding, for
82 teaching word recognition, nor the three-cueing system model
83 of reading based on meaning, structure and syntax, and visual
84 cues. Beginning with the 2024-2025 school year, these



85 requirements shall be included in the approval process for
86 educator preparation programs. If the board determines that an
87 educator preparation program has violated this section, the
88 board shall notify the Legislature and the public.

89 Section 4. (a) (1) A local board of education shall not
90 use instructional materials as defined in this act for
91 students in any grade kindergarten through 12 that utilizes
92 any of the following:

93 a. The three-cueing system model of teaching students
94 to read.

95 b. Visual memory for teaching word recognition.

96 c. The three-cueing system model of teaching students
97 to read based on meaning, structure and syntax, and visual
98 cues.

99 (2) The instruction may include visual information and
100 strategies which improve background knowledge and experiential
101 knowledge, add context, and increase oral language and
102 vocabulary to support comprehension, but may not be used to
103 teach word recognition.

104 (b) Each public school shall do all of the following:

105 (1) Ensure that instructional materials used to teach
106 students to read are high-quality and based on literacy
107 strategies that are scientifically researched with proven
108 results in teaching phonological awareness, letter formation,
109 phonics, decoding, fluency, vocabulary, and comprehension.

110 (2) Ensure that no instructional materials that employ
111 the three-cueing system model of teaching students to read,
112 visual memory for teaching word recognition, or the



113 three-cueing system model of teaching students to read based
114 on meaning, structure and syntax, and visual cues are used in
115 reading instruction.

116 Section 5. This act shall become effective June 1,
117 2024.