HB9 ENGROSSED



- 1 HB9
- 2 4HYQIIR-2
- 3 By Representative Hulsey
- 4 RFD: Education Policy
- 5 First Read: 04-Feb-25
- 6 PFD: 08-Jul-24



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4	A BILL
5	TO BE ENTITLED
6	AN ACT
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8	Relating to public K-12 education; to prohibit the use
9	of the three-cueing system of educational instruction in the
10	curriculum.
11	BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:
12	Section 1. It is the intent of this Legislature to
13	require public K-12 schools to ensure that certain textbooks
14	and instructional materials are not used in reading
15	instruction; to provide for related matters concerning
16	practices, interventions, and curricula that are based on the
17	science of reading; and to prohibit the use of curricula that
18	employ the three-cueing system model of teaching students to
19	read. It shall additionally be the intent of this body to
20	establish criteria for core curricula, interventions,
21	instructional materials, and supplemental materials for each
22	educator preparation program.
23	Section 2. For the purposes of this act, the following
24	terms have the following meanings:
25	(1) BOARD. The State Board of Education
26	(2) DEPARTMENT. The State Department of Education
27	(3) EDUCATOR PREPARATION PROGRAM. Any state-approved
28	program that prepares an individual for licensure as an



- 29 elementary teacher, school leader, or other school personnel,
- 30 including state-approved alternative teacher education
- 31 preparation organizations.
- 32 (4) INSTRUCTIONAL MATERIALS. The core curricular
- programs and materials, intervention programs and materials,
- instructional programs, supplemental programs and materials,
- 35 textbooks, texts, lessons, and sequence of planned experiences
- 36 delivered to all students to achieve grade-level state
- 37 standards.
- 38 (5) SCIENCE OF READING. The large body of evidence that
- informs how proficient reading and writing develop; why some
- 40 have difficulty; and how to most effectively assess and teach
- and, therefore, improve student outcomes through prevention of
- 42 and intervention for reading difficulties.
- 43 (6) THREE-CUEING SYSTEM. Any model of teaching students
- 44 to read based on meaning, structure and syntax, and visual
- 45 cues, which may also be known as MSV.
- Section 3. (a) All reading instructional materials
- 47 approved for use in Alabama schools, whether through the
- 48 textbook law or a local textbook review process as provided in
- 49 Chapter 36 of Title 16, Code of Alabama 1975, the Alabama
- 50 Literacy Act as provided in Chapter 6G of Title 16, Code of
- 51 Alabama 1975, or other vetting or selection process, shall
- 52 utilize structured literacy strategies for teaching word
- reading and phonics instruction for decoding and encoding.
- Instructional strategies may not employ the three-cueing
- 55 system model of reading or visual memory as a basis for
- teaching word reading. The instruction may include visual



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

(b) Beginning with the 2025-2026 school year, if the board determines that a local board of education has violated subsection (a), the board shall notify the local board of education, the Legislature, and the public of that violation.

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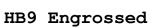
(c) The board shall adopt rules pursuant to this act to establish criteria for any materials used to prepare teacher candidates to teach reading, including course textbooks, for each educator preparation program. The rules shall require instructional strategies that are scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching oral language, phonemic awareness, phonics, vocabulary, fluency, text comprehension, writing that includes encoding, and multisensory strategies. Instructional strategies shall not include visual memory, in lieu of teaching decoding, for teaching word recognition, nor the three-cueing system model of reading based on meaning, structure and syntax, and visual cues. Beginning with the 2025-2026 school year, these requirements shall be included in the approval process for



- 85 educator preparation programs. If the board determines that an
- 86 educator preparation program has violated this section, the
- 87 board shall notify the educator preparation program, the
- 88 Legislature, and the public.
- 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.
- 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
- the three-cueing system model of teaching students to read,
- 112 visual memory for teaching word recognition, or the



- three-cueing system model of teaching students to read based on meaning, structure and syntax, and visual cues are used in reading instruction.
- Section 5. This act shall become effective June 1,
- 117 2025.





118 119 120	House of Representatives
121 122 123 124	Read for the first time and referred04-Feb-25 to the House of Representatives committee on Education Policy
125 126 127 128	Read for the second time and placed
129 130 131 132 133 134 135	Read for the third time and passed
136 137 138	John Treadwell Clerk