

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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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 program that prepares an individual for licensure as an



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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
33 programs and materials, intervention programs and materials,
34 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
39 informs how proficient reading and writing develop; why some
40 have difficulty; and how to most effectively assess and teach
41 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.

46 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
53 reading and phonics instruction for decoding and encoding.
54 Instructional strategies may not employ the three-cueing
55 system model of reading or visual memory as a basis for
56 teaching word reading. The instruction may include visual



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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
61 the teaching of foundational reading skills and should not be
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.

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

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



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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.

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



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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 2025.



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House of Representatives

Read for the first time and referred04-Feb-25
to the House of Representatives
committee on Education Policy

Read for the second time and placed12-Feb-25
on the calendar:
1 amendment

Read for the third time and passed18-Feb-25
as amended
Yeas 100
Nays 0
Abstains 0

John Treadwell
Clerk